



# American History I Item Specifications Grades 6–8

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## Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of test questions used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

**Stimulus Materials** defines types of stimulus materials that can be used in the item stems.

**NOTE:** These resources are currently organized by strand: *History: Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures* which follows the guidelines of the EOC Assessment Blueprint.

However, when working with these documents for curriculum development, many educators have found organizing the Item Specification by theme to be more useful: *Re-Emerging America, Emerging Globally, Great Depression and WWII, The American Stage, Contemporary America*. Other educators have organized these Item Specifications by particular curriculum unit, no matter if the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach or even is taught in an interdisciplinary manner.

Educators are encouraged to organize the Item Specifications in ways most productive to their specific goal.

# American History I (Grades 6-8) Priority Standards

## History: Continuity and Change (American History prior to 1870)

American History I (Grades 6-8): Priority Standard		6-8.AH.1.CC.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>History: Continuity and Change (American History prior to 1870)</b> Create and use tools to analyze a chronological sequence of related events in American history.	
<b>Expectation Unwrapped</b> The student will use and/or create various types of timelines, diagrams, and graphs; students will also use primary and secondary sources to analyze events in American history. This could include placing events in chronological order or using primary source materials to identify cause-and-effect relationships between related events.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced, Order Interaction
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, analysis and creation of sequential product and/or cause/effect graphic organizer representing the following: <ul style="list-style-type: none"><li>• Indigenous and European settlement of the Americas/New World</li><li>• Events leading to and including the American Revolution</li><li>• Development of founding documents and the Constitution/Bill of Rights</li><li>• Technological advances up to the 1870s</li><li>• Westward expansion and Manifest Destiny</li><li>• Events leading up to the Civil War</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Based on the information from the picture/graph or timeline what do you think caused ____ and why/how?</li><li>• Based on the information from the graph/timeline, make predictions about what will occur next.</li><li>• Sort the following statements into causes and effects. Then put them in chronological order on a timeline.</li><li>• How are the events on the graph/timeline or document related? Research the events using both primary and secondary sources in order to support your thinking.</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Priority Standard		6-8.AH.1.CC.B
<b>Theme</b>	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> <li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b> <b>MLS</b>	<b>History: Continuity and Change (American History prior to 1870)</b> Explain connections between historical context and peoples' perspectives at the time in American history.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will explain events in American history using historical context and individual/group perspectives. The student will make connections between events and the multiple perspectives of the historical players. Classroom activities may include written or individual product, partner discussion, group discussion, or role-play.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
Content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"> <li>• European Exploration and indigenous people</li> <li>• Perspectives on slave trade (slaves, African slave traders, European slave traders, plantation owners) and geographical impact upon reliance on slavery</li> <li>• Colonial culture versus European culture: economic, social, political               <ul style="list-style-type: none"> <li>◦ Social structures: gender roles, slavery, Native American, religion</li> </ul> </li> <li>• Events leading up to the Revolutionary War (Patriots, Loyalists)</li> <li>• Principles of government (Federalists v. Anti-Federalists, Articles of Confederation, United States Constitution, subsequent amendments)               <ul style="list-style-type: none"> <li>◦ States' rights versus federal rights</li> </ul> </li> <li>• Westward expansion (Louisiana Purchase, Indian Removal Act, Texas Revolution, Kansas-Nebraska territories, Manifest Destiny, role of technological advances)</li> <li>• Events and issues leading up to and including the Civil War (Confederate versus Union perspectives, abolition, battles, guerilla warfare, women, African American experience, political and military leadership)</li> </ul>		<ul style="list-style-type: none"> <li>• In the context of this passage, what does the statement suggest?</li> <li>• What events or circumstances affect the contents of this article/text/event?</li> <li>• Based on the information ____, this most likely represents which of the following?</li> <li>• What might be lost or gained if this information was provided from a different point of view or perspective?</li> </ul>
<b>Stimulus Materials</b>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (engravings, slave bill of sale, etc.), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Priority Standard		6-8.AH.1.CC.C
<b>Theme</b>	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> <li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand MLS</b>	<b>History: Continuity and Change (American History prior to 1870)</b> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of American history prior to c. 1870 to a contemporary issue.	
<b><u>Expectation Unwrapped</u></b> After examining current events issues and analyzing historical themes, the student will be able to develop a research plan (graphic organizer, to-do list, topic/thesis), identify appropriate source materials (and use proper note-taking strategies), and create a research product (using various media and formats). The final product should make a connection between an American history issue prior to 1870 and a contemporary issue.		<b><u>DOK Ceiling – 4</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, development of research plan or identification of appropriate resources about the following: <ul style="list-style-type: none"> <li>• State’s rights versus federal government</li> <li>• Women’s rights and gender roles</li> <li>• Immigration</li> <li>• Civil rights</li> <li>• War</li> <li>• Slavery</li> <li>• Technological advances</li> <li>• Constitutional issues</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Determine what compelling question(s) you want to answer about _____. Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?</li> <li>• Determine the best practices for developing a research plan. (graphic organizer, to-do list, topic/thesis)</li> <li>• Which option places the research process is the correct order?</li> <li>• (Teacher may provide research topic options.) Select a topic to research. What process would you use to investigate the topic? Explain why this process would work.</li> </ul>



American History I (Grades 6-8): Priority Standard		6-8.AH.1.CC.D	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>History: Continuity and Change (American History prior to 1870)</b> Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.		
<b>Expectation Unwrapped</b> The student will create a research question about American history prior to 1870 and select credible resources that represent multiple points of view to demonstrate viewpoint changes over time. Students will determine print and/or media resources that address multiple points of view. The topic can be student- or teacher-selected.		<b>DOK Ceiling – 4</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, developing and determining topics of inquiry related to major events in American history prior to 1870, including the following: <ul style="list-style-type: none"><li>• Indigenous and European settlement of the Americas/New World</li><li>• Social structures: gender roles, slavery, treatment and interaction of native Americans, religion</li><li>• Events leading to and including the American Revolution</li><li>• Development of founding documents and the Constitution/Bill of Rights (debates and compromises of Constitutional Conventions)</li><li>• Technological advances up to the 1870s</li><li>• Westward expansion and Manifest Destiny</li><li>• Events leading up to the Civil War</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How should I develop compelling questions for research?</li><li>• What are ways to determine the validity of a source?</li><li>• How does the author of this source develop different points of view?</li><li>• Who wrote this? How does that experience influence what he or she has to say? Cite evidence to support your thinking.</li></ul>	
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history, as well as graphic representations such as KWLH chart, note-taking strategy, source credibility/reliability checklists			

American History I (Grades 6-8): Priority Standard		6-8.AH.1.CC.E	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>History: Continuity and Change (American History prior to 1870)</b> Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.		
<b>Expectation Unwrapped</b> The student will examine a specific problem in American history prior to 1870 and use various types of timelines, diagrams, and primary and secondary sources. The student will recognize the challenges and opportunities faced by those trying to address the problem. Then, the student will analyze the results/solutions to the problem.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, analysis of problems related to the following: <ul style="list-style-type: none"><li>• Indigenous and European settlement of the Americas/New World</li><li>• Social structures: gender roles, slavery, treatment and interaction of Native Americans, religion</li><li>• Events leading to and including the American Revolution</li><li>• Development of founding documents and the Constitution/Bill of Rights</li><li>• Technological advances up to the 1870s</li><li>• Westward expansion and Manifest Destiny</li><li>• Events leading up to the Civil War</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• The text/article/picture/diagram/ timeline/ graph cites all of the following as causes except ____?</li><li>• Based on the information from the text/article /picture/graph, what do you think caused ____ and why?</li><li>• What was the most important cause of ____ and what evidence supports your thinking?</li><li>• According to the text/graph/article/picture, what is the reason for ____?</li><li>• How did the (effect/result) impact the lives, communities, or worlds of different groups of people? Support your response with evidence from the texts.</li></ul>	
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, role-play activity, presenters, speeches, and/or oral histories			

# Government Systems and Principles (American History prior to 1870)

American History I (Grades 6-8): Priority Standard		6-8.AH.1.GS.A
<b>Theme</b>	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> <li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b> <b>MLS</b>	<b>Government Systems and Principles (American History prior to 1870)</b> Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870.	
<b>Expectation Unwrapped</b> The student will examine and analyze laws, policies, and processes in American history prior to 1870. The student will read and interpret the law, policy, or process and determine how individuals and groups are affected. The student will summarize and form an opinion as to what the law, policy, or process means. The student will cite historical evidence to determine how this law, policy, or process affected individuals or groups. This could be accomplished through debate, legislation, research, and/or a mock trial.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> <li>• Intolerable Acts</li> <li>• Slave codes</li> <li>• Constitutional issues (examples: 3/5 Clause, Connecticut Compromise, addition of Bill of Rights, Fugitive Slave Law)</li> <li>• Judicial review (Marbury v. Madison)</li> <li>• Trail of Tears (Cherokee/Supreme Court)</li> <li>• Scott v. Sandford</li> <li>• Women's rights movement</li> <li>• Plessey v. Ferguson</li> <li>• Missouri Compromise</li> <li>• Kansas-Nebraska Act</li> <li>• General orders during wartime</li> <li>• Emancipation Proclamation</li> <li>• Civil rights amendments</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• Who or what group wrote this law/policy process?</li> <li>• How does the experience of that person or group influence the law/policy/process?</li> <li>• How did this law/policy/process affect people's lives, communities, country, and world?</li> <li>• Sort these statements into causes and effects.</li> <li>• After reading these testimonies from the ____, make an argument about what the purpose of the law/policy/process was. Rank the information or evidence from the testimonies based on their relevance to your argument. Explain your ranking.</li> <li>• Which statement includes unimportant evidence? Explain your choice.</li> </ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, oral histories, and graphic representations such as Venn diagrams, note-taking strategies (Cornell)		

# Geographical Study (American History prior to 1870)

American History I (Grades 6-8): Priority Standard		6-8.AH.1.G.A	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>Geographical Study (American History prior to 1870)</b> Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870.		
<b>Expectation Unwrapped</b> The student will use and create various types of timelines, maps, charts, and data tables to explain and reveal patterns or trends in American history prior to 1870. The student will combine multiple sources of information to create a representation.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, creation of representations and/or explanations of the following: <ul style="list-style-type: none"><li>• Human migration to the Americas (land bridge)</li><li>• Native American tribal settlement patterns (From hunter/gatherer to river valley settlements)</li><li>• Exploration and trade patterns (rivers, natural borders, scarce, and abundant natural resources)</li><li>• Economic data tables</li><li>• Geographical/topographical impact upon individuals, societies, and economies</li><li>• Slavery</li><li>• Republicanism (with emphasis on agrarian society)</li><li>• Tariffs</li><li>• Gold rush</li><li>• Louisiana Purchase</li><li>• Transportation and communication</li><li>• Westward expansion and land acquisition</li><li>• Civil War (battles, slave populations, infrastructure of North versus South)</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Which tool would help you understand patterns related to ____?</li><li>• Which statement accurately distinguishes spatial patterns from trends?</li><li>• (Teacher provides options for specific geographic relationships and/or topics of study.) Choose a (geographic relationship or topic of study). Use or construct maps or other appropriate geographic tools to explain patterns or trends related to your example. What evidence do you have to support your response?</li><li>• What geographical advantages led European countries (e.g., England, Portugal, Spain, and Italy) to continued exploration? Provide evidence from the materials and what you have learned to support your response.</li></ul>	
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.			

American History I (Grades 6-8): Priority Standard		6-8.AH.1.G.B
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>Geographical Study (American History prior to 1870)</b> Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.	
<b>Expectation Unwrapped</b> The student will explain where populations lived and the natural environments of regions within North America and South America prior to 1870. The student will explain regional and national changes in identity and culture over time. The student will explain ways that regions identify ethnically, socially, politically, and economically over time.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, explanation and analysis of the following: <ul style="list-style-type: none"><li>• Indigenous cultures/settlements of the Americas</li><li>• Colonization</li><li>• Slavery</li><li>• Westward expansion and Manifest Destiny</li><li>• Pre-industrialization technology and communication advances</li><li>• Conflicts and resolutions at the local, state, and federal levels</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How is region different than place?</li><li>• How does the location of resources lead to cooperation or conflict?</li><li>• How has conflict over space and resources influenced human migration?</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict? Provide evidence from the materials and what you have learned to support your response.</li><li>• How would human settlement patterns be different if people did not trade resources with others? Provide evidence from the materials and what you have learned to support your response.</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Priority Standard		6-8.AH.1.G.C	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
Strand MLS	<b>Geographical Study (American History prior to 1870)</b> Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States.		
<b>Expectation Unwrapped</b> The student will determine what constitutes a “major” city, “key” world nations, and “major” topographical features. Then, the student will locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents and oceans; and major topographical features of the United States.		<b>DOK Ceiling – 1</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, the cities, states, continents, oceans, and topographical features in American history prior to 1870, including the following: <ul style="list-style-type: none"><li>• World map</li><li>• U.S. map</li><li>• State map</li><li>• City map</li><li>• Locate and identify important places and features.</li></ul> <b>Assessment boundaries:</b> Students should not be required to memorize exhaustive lists and map locations. This expectation should be taught within the context of a historical unit of study.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Which of the following would be considered a major historical city?</li><li>• Which of the following would be considered a major cultural city?</li><li>• What makes a city “major” versus just a city? Why did settlements and large cities develop where they did in Missouri? Cite evidence to support your response.</li><li>• How are the regions of Missouri defined by geography?</li><li>• How does the physical location of Missouri affect its relationship with other regions of the United States and the world? Explain your thinking using evidence.</li></ul>	
<b>Stimulus Materials</b> Print and/or electronic format materials such as maps, timelines, primary sources, population charts, census data, visuals, charts, graphs, diagrams, and databases			

## Economic Concepts (American History prior to 1870)

American History I (Grades 6-8): Priority Standard		6-8.AH.1.EC.A
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>	
Strand MLS	<b>Economic Concepts (American History prior to 1870)</b> Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	
<b><u>Expectation Unwrapped</u></b> Given an economic event in American society prior to 1870, the student will identify positives (benefits) and negatives (costs) of economic decisions and determine the overall effects on the individual and society. This will include analyzing economic decisions to determine the opportunity costs and benefits to individuals and groups.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, examination and analysis of the following: <ul style="list-style-type: none"><li>• Colonization</li><li>• Indentured servitude</li><li>• French &amp; Indian War/Proclamation of 1763</li><li>• Boston Tea Party/Intolerable Acts</li><li>• Tariffs/embargo</li><li>• Louisiana Purchase</li><li>• Bank War/Jacksonian Era</li><li>• Civil War</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain the meaning of opportunity cost. Provide an example.</li><li>• What might be lost or gained for person (X) as a result of this economic decision?</li><li>• What might be lost or gained from group (X) as a result of this economic decision?</li><li>• How did this economic decision impact people's lives, communities, and the world? Cite evidence from your research to support your thinking.</li></ul>
<b><u>Stimulus Materials</u></b> Graphic representations such as problem/solution chart, cause/effect, T-chart, and data tables, print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.		



# People, Groups and Cultures (American History prior to 1870)

American History I (Grades 6-8): Priority Standard		6-8.AH.1.PC.A
<b>Theme</b>	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> <li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li> <li>• Develop compelling questions and research the past.</li> <li>• Anticipate and utilize the most useful sources to address their questions.</li> <li>• Develop and test claims and counter-claims to address their questions.</li> <li>• Take informed action based on their learning.</li> </ul>	
<b>Strand</b> <b>MLS</b>	<b>People, Groups, and Cultures (American History prior to 1870)</b> Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will describe the origin of artifacts and sources in American history. This may require the student to summarize the historical context surrounding the creation of the artifact/source. This may also include the intent/beliefs/use to the creator/author of the artifact/source.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b>		<b>Sample Stems</b>
Content may include, but is not limited to, description of the following: <ul style="list-style-type: none"> <li>• Indigenous people art and artifacts for example:               <ul style="list-style-type: none"> <li>○ Petroglyphs</li> <li>○ de Bry – engravings</li> <li>○ Hakluyt</li> </ul> </li> <li>• Mayflower Compact</li> <li>• Jamestown palisade</li> <li>• Boston Massacre and related documents</li> <li>• Cotton gin</li> <li>• Documents related to westward expansion</li> <li>• Documents related to slave laws</li> <li>• Erie Canal, Railroads</li> </ul>		<ul style="list-style-type: none"> <li>• Assess the artifact and predict/determine its origin. What evidence supports your response?</li> <li>• Research and determine the historical context surrounding the artifact's creation.</li> <li>• How does the artifact indicate the author/creator's perspective? Cite evidence to support your thinking.</li> <li>• Select the (two) sentences/characteristics of the artifact that best show the author's/ creator's perspective on ____.</li> </ul>
<b>Stimulus Materials</b>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Priority Standard		6-8.AH.1.PC.B	
Theme	<b>Tools of Social Science Inquiry</b> In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"><li>• Ask questions: Why? Why there? Why then? What is the impact of...? What is the real story of...? What is the significance of...?</li><li>• Develop compelling questions and research the past.</li><li>• Anticipate and utilize the most useful sources to address their questions.</li><li>• Develop and test claims and counter-claims to address their questions.</li><li>• Take informed action based on their learning.</li></ul>		
	Strand MLS	<b>People, Groups, and Cultures (American History prior to 1870)</b> Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	
<b>Expectation Unwrapped</b> Using an American history lens, the student will examine the origins and influence of social structures and stratification on societies and relationships between peoples. This may include recognizing social structure (education, marriage, family dynamics); peoples denied the right to self-determination (slaves, indentured servants); and socioeconomic hierarchy.		<b>DOK Ceiling – 3</b>	
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced	
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, examination of the following: <ul style="list-style-type: none"><li>• Native American culture before Europeans came</li><li>• Native American interactions with colonists and later settlers</li><li>• Indentured servitude</li><li>• Slavery</li><li>• Gender roles</li><li>• Sectionalism (state or regional loyalties)</li><li>• Gentry versus yeoman farmers</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• How did a group/person see themselves in their society? What evidence do you have to support your response?</li><li>• How did (specific event/law) change the relationship between ____ and ____?</li><li>• Compare and contrast the social structures of ____ and _____. What accounts for these comparisons and contrasts?</li></ul>	
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

# American History I (Grades 6-8) Content Standards

## History: Continuity and Change (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.2.CC.A
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>History: Continuity and Change (Pre-Columbian History to the American Colonial Era)</b> Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.	
<b>Expectation Unwrapped</b> The student will locate and describe the arrival and settlement of indigenous tribes in Missouri, North America, and South America. The student will then trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, location and describing events of the following: <ul style="list-style-type: none"><li>• Land bridge theory versus coastal-route theory</li><li>• Mayans, Aztecs, Incas</li><li>• Cahokia</li><li>• Osage</li></ul> Assessment Boundaries: <ul style="list-style-type: none"><li>• Any indigenous populations that settled in the early discovery/pre-Colonial time period</li><li>• Not intended to include arrival of Europeans and European settlers</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• According to the text/graph/picture, what is the reason for ____?</li><li>• Based on the information from the text/article/picture/graph what do you think caused ____ and why?</li><li>• How did (effect) impact people’s lives, communities, and world?</li><li>• Who or what made ____ happen? How do you know? Explain your thinking.</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.2.CC.B
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>History: Continuity and Change (Pre-Columbian History to the American Colonial Era)</b> Compare factors motivating Europeans to explore and settle in the New World to explain colonial diversity and regional differences in North and South America.	
<b><u>Expectation Unwrapped</u></b> The student will compare factors that motivated Europeans to explore and settle in the New World. The student will then explain colonial diversity and regional differences in North America and South America. The student will address exploration-era competition between European powers and the development of unique regional identities.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, comparison and/or explanation of the following: <ul style="list-style-type: none"><li>• Imperialism through colonization</li><li>• Reasons for settlement in the colonies (religion, economic, political, and/or social)</li><li>• Natural resources</li></ul> The content includes North America and South America. Settlement patterns on both continents are to be addressed.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are the similarities and differences between (X) and (Y)?</li><li>• What caused the similarities and differences between (X) and (Y)?</li><li>• What accounts for the differences between (X) and (Y)?</li><li>• What explains the similarities/differences between (X) and (Y)? Defend your thinking with text evidence.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mayflower Compact, advertisements for indentured servants, charters), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories, and graphic representations such as Venn diagrams		

American History I (Grades 6-8): Content Standard		6-8.AH.2.CC.C
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>History: Continuity and Change (Pre-Columbian History to the American Colonial Era)</b> Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints.	
<u>Expectation Unwrapped</u> The student will trace the causes and consequences of conflict and cooperation between Native Americans and North American and South American colonists using multiple viewpoints. The student will identify, summarize, and evaluate the relationships between Native American tribes and Europeans.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, identification, summarization, and/or evaluation of the following: <ul style="list-style-type: none"><li>• Spanish colonies</li><li>• Pocahontas</li><li>• King Philip’s War</li><li>• French and Indian War and resulting British advantage in Native American interactions</li><li>• Treaties</li><li>• Views on land ownership</li><li>• Lewis and Clark</li><li>• Indian removal</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• Which represents the perspective of a Native American during colonization? Select the text evidence that supports your response.</li><li>• Which represents the perspective of a colonist during colonization? Select the text evidence that supports your response.</li><li>• How did indigenous people in South America and arriving Europeans interact? Explain the consequences of these interactions, citing text evidence to support your response.</li><li>• What was similar and what was different about the motivations for coercive labor in North and South America? Cite evidence to support your response.</li></ul>
<u>Stimulus Materials</u> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison’s Indian-captivity narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories, graphic representations such as Venn diagrams		

American History I (Grades 6-8): Content Standard		6-8.AH.2.CC.D
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>History: Continuity and Change (Pre-Columbian History to the American Colonial Era)</b> Describe the causes and consequences of the Seven Years’ War as a turning point in American history.	
<b><u>Expectation Unwrapped</u></b> The student will investigate the global factors leading to the Seven Years’ War. The student will explain the effects of the Seven Years’ War in the Americas and use this information to understand the Seven Years’ War as a turning point in American history.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, description of the following: <ul style="list-style-type: none"><li>• Global connections between the Seven Years’ War and the French and Indian Wars</li><li>• Causes of French and British conflict (Ohio Valley, waterway, fur trade control)</li><li>• Relationship among British, French, and Native Americans</li><li>• Proclamation of 1763</li><li>• Territorial acquisition</li><li>• British debt</li><li>• French-sympathizing Native Americans lose leverage and land access</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Who or what made ____ happen?</li><li>• What was the most important cause of ____ and what evidence supports your thinking?</li><li>• What can you infer was the cause for ____? What information from the text supports your thinking?</li><li>• Based on the information from the text/ picture/ graph, what was the effect of ____? Why?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.2.CC.E
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>History: Continuity and Change (Pre-Columbian History to the American Colonial Era)</b> Analyze the concept of Manifest Destiny as a catalyst for change in American history.	
<b><u>Expectation Unwrapped</u></b> The student will define, explain, and analyze the concept of Manifest Destiny as a catalyst (spark) for change in American history. Students will identify the costs and benefits of westward expansion.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the definition, explanation, and/or analysis of the following: <ul style="list-style-type: none"><li>• Transportation and communication</li><li>• Economic endeavors and hardships</li><li>• Technological advances</li><li>• Displacement of Native Americans</li><li>• Roles of men and women</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define and explain Manifest Destiny.</li><li>• What did Manifest Destiny mean to (specific group of individuals)?</li><li>• How did Manifest Destiny affect ____ people’s lives? Cite text evidence to support your thinking.</li><li>• The author of this ____ might have been influenced by _____. What evidence supports your response?</li><li>• The events referenced in ____ resulted in _____. What evidence supports your response?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources (Mary Rowlandson’s Indian-captivity narrative, Mary Jemison’s Indian-captivity narrative, Proclamation Act of 1763, treaties), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

# History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)

American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.A
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b>	
MLS	Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.	
<b>Expectation Unwrapped</b> The student will trace the events leading to the escalating conflict between Great Britain and the colonies from multiple viewpoints. The student will identify and connect events leading to the Revolutionary War. Students will explore the opposing viewpoints.		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, identification, research, and connection of the following: <ul style="list-style-type: none"><li>• Self-government of colonies (Mayflower Compact, House of Burgesses in Jamestown) versus virtual representation, Virginia Resolutions</li><li>• Quartering of soldiers</li><li>• Boston Massacre</li><li>• Taxes, Boston Tea Party</li><li>• Intolerable Acts</li><li>• Thomas Paine’s Common Sense</li><li>• First Continental Congress</li><li>• Second Continental Congress (Olive Branch Petition, Declaration of Independence)</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Based on the information from the text/picture/timeline/graph, what do you think caused ____? Why?</li><li>• What accounts for the change illustrated in this text? How do you know?</li><li>• Who benefited from the event/change? Who did not benefit from the event/change? What evidence do you have to support your thinking?</li><li>• Who wrote this? How does that experience influence what he or she says? Use evidence to explain your thinking.</li><li>• Does the fact that person (X) was a ____ make this more or less believable to you and why?</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, as well as maps, timelines, primary sources (Mayflower Compact, interviews from Boston Massacre, tintype of Boston Massacre, Declaration of Independence), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.B	
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
Strand MLS	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate the motivations for United States’ entry into World War I.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will read and interpret the Declaration of Independence, summarizing its themes. The student will examine the historical context of the writing of the Declaration of Independence, including the political beliefs that influenced its development.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>	
Content may include, but is not limited to, the analysis and/or interpretation of the following: <ul style="list-style-type: none"><li>• Enlightenment philosophers (Locke, Montesquieu, Voltaire)</li><li>• Compare First Continental Congress and Second Continental Congress goals</li><li>• Structure (purpose, section themes)</li></ul>		<ul style="list-style-type: none"><li>• The authors of the Declaration of Independence were influenced by _____. What evidence do you have to support that idea?</li><li>• What was the outcome of the events referenced in this ____?</li><li>• What events led up to this (text) being written?</li><li>• What historical event(s)/trend(s) are referenced in this source? What two pieces of evidence from the text best support your thinking?</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, as well as maps, timelines, primary sources (excerpts of Enlightenment philosophers, Declaration of Independence), population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories. The Constitution Center and Bill of Rights Institute offer free teaching materials.			



American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.C
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.	
<b><u>Expectation Unwrapped</u></b> The student will compare and contrast the American colonies with Great Britain to explain the results of the Revolutionary War. The student will also address advantages and disadvantages of each side throughout the war. The student will evaluate the strategies and support that led to the American victory.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, compare/contrast and evaluation of the following: <ul style="list-style-type: none"><li>• Military strategy (guerilla warfare)</li><li>• Military strength and training</li><li>• Continental Army</li><li>• Geography</li><li>• Funding</li><li>• Alliances with foreign countries</li><li>• Leverage (Native American, slaves, Patriots, and Loyalists)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are the similarities and differences of (X) and (Y)?</li><li>• Which of the following best explains why (X) is different from (Y)? Defend your thinking with text evidence.</li><li>• What caused the similarities and differences between (X) and (Y)?</li><li>• How did these similarities and differences change in importance over time? Cite evidence from the text and what you have learned to support your response.</li><li>• Evaluate and rank factors that helped determine the outcome of the American Revolution.</li><li>• Compare and contrast the strengths and weaknesses of the Patriots and Loyalists.</li><li>• What are some leadership qualities and strategies that led to Patriot battle victories and, ultimately, independence? Cite at least two pieces of evidence to support your thinking.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, graphic organizers, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories. The Constitution Center and Bill of Rights Institute offer free teaching materials.		

American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.D
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.	
<b>Expectation Unwrapped</b> The student will explain the major debates that occurred during the adoption of the Constitution and the ultimate resolutions. The student will summarize both sides of the debates and the resulting compromises made during the Constitutional Convention.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Amending the Articles of Confederation</li><li>• Small state versus large states (New Jersey Plan versus Virginia Plan, Connecticut Compromise, 3/5 clause)</li><li>• Federalism (division of power between state governments and the federal government)</li><li>• Slave states versus free states (article 1, section 9)</li><li>• Organization and authority of three branches</li><li>• Amendment process</li><li>• Ratification</li></ul> Classroom activities may extend to include debate and evaluation of compromises made during the convention.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories. The Constitution Center and Bill of Rights Institute offer free teaching materials.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• What are the main differences between (X) and (Y)?</li><li>• What accounts for the differences between (X) and (Y)?</li><li>• How did these differences change in importance over time?</li><li>• The author of this ____ might have been influenced by _____. Cite evidence to support your response.</li><li>• What events or circumstances impacted the final resolution of this document? Support your response with evidence from the perspectives of federalists and antifederalists.</li></ul>

American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.E
<b>Theme</b>	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
<b>Strand MLS</b>	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate the responses of early American leaders to the social, political, economic, and religious challenges facing the new nation.	
<b>Expectation Unwrapped</b>		<b>DOK Ceiling – 3</b>
The student will investigate the social, political, economic, and religious challenges facing early American leaders and their responses. The student will evaluate these responses and compare/contrast actions and viewpoints of the leaders. This will address the post-Revolutionary era. Events and concepts extend from the end of the Seven Years’ War to the War of 1812.		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, the evaluation of responses to the following: <ul style="list-style-type: none"> <li>• Strengths and weaknesses of the Articles of Confederation</li> <li>• Federalism (national bank, interstate commerce)</li> <li>• Shays’ Rebellion</li> <li>• Whiskey Rebellion</li> <li>• Northwest Territory and Northwest Ordinance of 1785 and 1787</li> <li>• Bill of Rights debate</li> <li>• Rise of political parties</li> <li>• Native Americans</li> <li>• Foreign relations (Mexico, France, Britain)</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• How is ____ an example of ____?</li> <li>• The author of this ____ might have been influenced by _____. What evidence supports that idea?</li> <li>• What events led up to this (primary source) being created? What was different then from now?</li> <li>• How did (specific group/person) see themselves in their own society? Cite evidence to support your response.</li> <li>• How did ____ impact people’s lives, communities, and/or world? What evidence do you have to support your thinking?</li> </ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources (Federalist Papers, Bill of Rights, Slave Codes, maps, treaties), visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.3.CC.F
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>History: Continuity and Change (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Infer how events of this period led to the development of philosophies, interest groups and political parties.	
<b>Expectation Unwrapped</b> The student will begin by identifying philosophies, interest groups, and political parties. The student will explain how and why the philosophies, interest groups, and political parties came into existence during this time period. The student will then interpret differences in beliefs of individuals and groups. Events and concepts extend from the end of the Seven Years’ War to the War of 1812.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> Content may include, but is not limited to, inferences based on the following: <ul style="list-style-type: none"><li>• Governmental philosophies (what our government should look like)</li><li>• Federalist and Anti-Federalist</li><li>• Constitutional interpretation (Jefferson &amp; Hamilton)</li><li>• Foreign policy</li><li>• Development of two-party system and changes over time</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Define and provide an example of a philosophy, an interest group, and a political party.</li><li>• How is ____ an example of ____?</li><li>• The author of this ____ might have been influenced by which of the following?</li><li>• What event(s) most influenced the ____? What two pieces of evidence from the article/picture/text best supports your thinking?</li><li>• Based on the information from the text/article/picture/graph what do you think caused ____? Why?</li><li>• To what extent has this ____ changed or remained the same over time? Cite evidence to support your response.</li></ul>
<b>Stimulus Materials</b> Primary source materials such as Federalist Papers ( <i>DocsTeach</i> ), Constitution ( <i>Bill of Rights Institution</i> ). Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

## History: Continuity and Change (Early 19<sup>th</sup> Century to the 1850s)

American History I (Grades 6-8): Content Standard		6-8.AH.4.CC.A
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>History: Continuity and Change (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts.	
<b><u>Expectation Unwrapped</u></b> The student will connect economic, geographic, political, and social change to reveal patterns in the growth of the United States. The student will evaluate the expansion of the United States in the early 1800s. The student will then create a hypothesis that includes making predictions about potential future conflicts. Events and concepts may extend from after the War of 1812 to approximately 1850.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the following: <ul style="list-style-type: none"><li>• Communication and transportation (wagons, steamships, railroad, canals, Pony Express, telegraph)</li><li>• Louisiana Purchase (Louis and Clark’s Corps of Discovery)</li><li>• Territorial organization and regulation (slavery, requirements for statehood, homesteads)</li><li>• Conflicts with Native Americans</li><li>• Texas War for Independence (Lone Star Republic)</li><li>• Major land acquisition by the federal government</li><li>• Gold Rush</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Based on the information from the chart/graph/timeline, what patterns/conclusions can you draw?</li><li>• Who or what made ____ happen?</li><li>• How has ____ benefited, and who has suffered as a result of a particular pattern of change over time?</li><li>• What accounts for the change illustrated in this text? Cite evidence to support your response.</li><li>• How is this passage/map/graph/timeline different from the popular culture from the decade before?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources (narratives, diagrams, maps, Missouri Compromise, Kansas-Nebraska Act, Corps of Discovery artifacts, photos, patents), visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.CC.B	
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.		
Strand MLS	<b>History: Continuity and Change (Early 19<sup>th</sup> Century to the 1850s)</b> Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.		
<b><u>Expectation Unwrapped</u></b> The student will differentiate between the leaders’ responses to challenges in North America and South America. The student will form an opinion about the social, political, economic, and religious challenges of the period. The student will compare and contrast viewpoints on important issues in the time period following the War of 1812 through about 1850.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"><li>• Monroe Doctrine</li><li>• Immigration</li><li>• Migration</li><li>• Manifest Destiny</li><li>• Acquisition of territories</li><li>• Jacksonian period (judicial and executive conflicts)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How is ____ an example of ____?</li><li>• The author of this ____ might have been influenced by which event/person/idea? Why?</li><li>• What events led up to this (primary source) being created? What was different then from now?</li><li>• How did (specific group/person) see themselves in their own society? Cite evidence to support your response.</li><li>• How did ____ impact people’s lives, communities, and/or world? Cite evidence to support your thinking.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.4.CC.C
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>History: Continuity and Change (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilizations.	
<b><u>Expectation Unwrapped</u></b> The student will determine the causes of Native American removal and resettlement. The student will then critique the implementation of the removal. The student will determine the impact on Native American cultures and lives.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> Content will include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Living conditions</li><li>• Treaties</li><li>• Indian Removal Act</li><li>• Trail of Tears</li><li>• Worcester v. Georgia</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What was the most important cause of ____ and what evidence supports your thinking?</li><li>• Who benefited from this change? Who did not benefit?</li><li>• What were the causes of the change illustrated in this passage? What evidence do you have to support your thinking?</li><li>• Select the (two) sentences that best show how ____’s perspective has changed over time.</li><li>• Does the fact that person X was a/an ____ impact the message of the text? Why or why not?</li></ul>
<b><u>Stimulus Materials</u></b> Secondary source materials such as maps, topographical maps, (print and digital), primary source materials such as witness accounts, photographs, music, print and/or electronic format materials such as articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		

# History: Continuity and Change (1850s to Reconstruction)

American History I (Grades 6-8): Content Standard		6-8.AH.5.CC.A
<b>Theme</b>	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
<b>Strand</b>	<b>History: Continuity and Change (1850s to Reconstruction)</b>	
<b>MLS</b>	Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts.	
<b><u>Expectation Unwrapped</u></b> The student will identify viewpoints on slavery in the various regions of the United States (West, Southwest, South, and New England). The student will describe the debate over slavery in the territories. The student will identify arguments between slave states and free states. The student will explain the compromises made or rejected.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, the analysis and explanation of the following: <ul style="list-style-type: none"> <li>• Kansas-Nebraska Act</li> <li>• Repeal of Missouri Compromise</li> <li>• Dred Scott v. Sandford</li> <li>• Fugitive Slave Act</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What might be lost/gained in the text if it were told from a different point of view?</li> <li>• What popular opinion does the author acknowledge? What evidence supports your answer?</li> <li>• Which statement provides relevant evidence to support the author's claim?</li> <li>• How does the point of view in this passage affect the reader?</li> <li>• Who wrote this? How does that experience influence what he or she says?</li> </ul>



American History I (Grades 6-8): Content Standard		6-8.AH.5.CC.B	
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.		
Strand MLS	<b>History: Continuity and Change (1850s to Reconstruction)</b> Trace the events as well as political, cultural, economic, and social conditions leading to conflict between Northern and Southern states.		
<b><u>Expectation Unwrapped</u></b> The student will trace and connect the events, governmental actions, cultural considerations, economic concerns, and social conditions that contributed to conflict between Northern and Southern states leading up to the Civil War.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> Content may include, but is not limited to, tracing the contention between Northern and Southern states using the following events/issues: <ul style="list-style-type: none"><li>• Slavery</li><li>• Tariffs</li><li>• Manufacturing versus agricultural societies</li><li>• State versus central government</li><li>• Missouri Compromise and later repeal</li><li>• Kansas-Nebraska Act</li><li>• Perpetual Union versus Confederations</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How is ____ an example of ____?</li><li>• The author of this ____ might have been influenced by ____.</li><li>• What events led up to this (primary source) being created? What was different then from now?</li><li>• How did (specific group/person) see themselves in their own society? Cite at least two pieces of evidence to support your thinking.</li><li>• How did ____ impact people’s lives, communities, and/or world? Cite evidence from the text to support your thinking.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources (Frederick Douglass’s newspaper excerpt(s) (The Star, The Liberator), <u>Uncle Tom’s Cabin</u> , writings of Phillis Wheatley), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.			

American History I (Grades 6-8): Content Standard		6-8.AH.5.CC.C
<b>Theme</b>	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
<b>Strand MLS</b>	<b>History: Continuity and Change (1850s to Reconstruction)</b> Describe critical developments and turning points in the Civil War, including major battles.	
<b><u>Expectation Unwrapped</u></b> The student will identify criteria for the concepts turning point and major battles. Based on the determined criteria, the student will identify and explain the critical developments, turning points, and major battles during the Civil War.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, identification and explanation of the following: <ul style="list-style-type: none"> <li>• Union slave state (border state)</li> <li>• Emancipation Proclamation</li> <li>• Technological advancement in weaponry, communication, and transportation</li> <li>• Battle strategies (Anaconda plan and blockades, Sherman's march)</li> <li>• Battles               <ul style="list-style-type: none"> <li>○ Fort Sumter</li> <li>○ Gettysburg</li> <li>○ Vicksburg</li> <li>○ Antietam</li> <li>○ Richmond</li> <li>○ Surrender-Appomattox Court House</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What are the criteria necessary to use in order to determine a "turning point" in the Civil War?</li> <li>• What are the criteria necessary to use in order to determine a "major battle" of the Civil War?</li> <li>• If you were a ____, what would you call the ____ and why?</li> <li>• Who or what made ____ happen?</li> <li>• What was the most important cause of ____ and what evidence supports your thinking?</li> <li>• What was the most important outcome of ____ and what evidence supports your thinking?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories.		

# Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.2.GS.A
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand	<b>Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)</b>	
MLS	Compare the governmental systems of European powers to determine their effect on colonization in the Americas.	
<b><u>Expectation Unwrapped</u></b> The student will explain how European governmental systems affected and inspired the establishment of colonial governments. The student will compare systems of influence including absolute monarchy and constitutional monarchy. The student will also identify how the ideals of individual rights and limited government expanded.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparing the following: <ul style="list-style-type: none"><li>• Absolute/constitutional monarchies</li><li>• Emperors</li><li>• Magna Carta</li><li>• Parliamentary system</li><li>• Petition of rights</li><li>• English Bill of Rights</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are the similarities and differences between (x) and (y?) Use evidence from the text to explain your thinking.</li><li>• What was the most important cause of ____? What evidence supports your thinking?</li><li>• How did ____ affect the ideals of individual rights/ limited government? Cite evidence to support your response.</li><li>• How is X an example of ____?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.2.GS.B	
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.		
Strand MLS	<b>Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)</b> Explain how the founding of English colonies influenced their governments and expectations for self-rule.		
<b><u>Expectation Unwrapped</u></b> The student will identify major events and ideas that led to self-rule in the colonies. The student will also compare absolute monarchies and constitutional (limited) monarchies in order to differentiate the impact their origins had on colonial governments.		<b><u>DOK Ceiling – 2</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"><li>• Charters</li><li>• Religious freedom (Quaker, Catholic, Protestant, Puritans, Pilgrims)</li><li>• Mayflower Compact</li><li>• Salutary (Benign) Neglect</li><li>• Economic reasons (joint-stock companies, debtors)</li><li>• Legislatures and other governing bodies (beginnings of separation of powers between branches of government)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What can you infer was the cause of ____? What information from the primary source(s) supports your thinking?</li><li>• Based on the information from the primary text/article/ picture, what do you think caused ____ and why?</li><li>• The author of this ____ might have been influenced by _____. What evidence do you have to support your response?</li><li>• What are the similarities and differences between absolute monarchies and constitutional monarchies? Provide an example of each in your response.</li><li>• What accounts for the differences between these monarchies? Cite evidence from the texts to support your thinking.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.2.GS.C
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>Governmental Systems and Principles (Pre-Columbian History to the American Colonial Era)</b> Analyze local and colonial governments to trace the factors influencing their structure and function.	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
The student will compare and contrast the structures of governments in the colonies to determine important aspects of their organization and authority. For example, the student will analyze how decisions were made in the colonies, separations of powers, checks and balances, who had the right to vote, etc.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Mayflower Compact</li><li>• Jamestown (Starving Time)</li><li>• House of Burgesses</li><li>• Separation of powers and checks and balances in different colonies</li><li>• Requirements for citizen participation and voting</li></ul>		<ul style="list-style-type: none"><li>• Which of the following best explains why (X) is similar/different from (Y)?</li><li>• What was the most important similarity/difference between (X) and (Y)? Defend your thinking with evidence.</li><li>• How did ____ decision affect people’s lives, communities, or world?</li><li>• What can you infer was the cause for ____? What information from the text supports your thinking?</li></ul>
<b><u>Stimulus Materials</u></b>		
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

# Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.A
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule.	
<b>Expectation Unwrapped</b> The student will draw conclusions about how the outcome of the French and Indian War affected British actions toward the colonies. The student will compare and contrast colonial society before and after the French and Indian War, specifically to identify the economic and political aspects.		<b>DOK Ceiling – 3</b>
		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"><li>• War debt</li><li>• Proclamation of 1763</li><li>• Northwest Territory disagreements</li><li>• Quartering Act</li><li>• Taxes (sugar, tea, stamp, Townshend Acts)</li><li>• Complaints against the Crown listed in the Declaration of Independence</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Who benefited as a result of the French and Indian War? Who did not benefit?</li><li>• Who wrote this? How does her/his experience influence what she or he has to say?</li><li>• Compare one point of view to another. What might be lost/gained in the text if it were told from a different point of view?</li><li>• What were the causes of change illustrated in ____? Cite evidence to support your response.</li><li>• How has ____ benefited and who has suffered as a result of change over time? Cite evidence to support your thinking.</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.B
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Apply the concept of representation to the conflict between the colonies and Great Britain.	
<b>Expectation Unwrapped</b> The student will define representation. The student will then explain why representation is important in a limited government. The student will connect the ideas of constitutionalism (limited) and representation to government and its relationship with citizens.		<b>DOK Ceiling – 4</b>
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, application of the following concepts: <ul style="list-style-type: none"><li>• Virtual representation</li><li>• Salutary Neglect</li><li>• “No taxation without representation”</li><li>• Quartering Act</li><li>• Sons/Daughters of Liberty</li><li>• Committees of Correspondence</li><li>• First Continental Congress</li></ul>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Define representation and explain why it is important in a limited government.</li><li>• The author of this ____ might have been influenced by _____. How do you know?</li><li>• What event most influenced ____? What two pieces of evidence from the text best supports your thinking?</li><li>• The following document might be biased against _____. Explain why or why not, citing evidence to support your explanation.</li><li>• What events or circumstances affect the context of this ____? Cite evidence to support your response.</li></ul>

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.C
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.	
<b><u>Expectation Unwrapped</u></b> The student will define the following: inalienable rights, popular sovereignty, natural rights, and social contract. The student will then connect these principles to limited government (beginnings of representative democracy). The student will evaluate the purpose behind the inclusion of these principles in the Declaration of Independence and apply these principles to the establishment of the central government in the United States.		<b><u>DOK Ceiling – 4</u></b>  <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, discussion of the following: <ul style="list-style-type: none"><li>• John Locke’s Natural Rights Theory</li><li>• Rousseau “The Social Contract, Or Principles of Political Right”</li><li>• Principles of good government found in the Declaration of Independence</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define the following terms/principles: inalienable rights, popular sovereignty, natural rights, and social contract. How are these terms related to each other?</li><li>• Which of the following principles best distinguishes ____?</li><li>• Which principle(s) are described in the passage written by ____?</li><li>• How does the principle described in the passage/text apply to the ideals of the establishment of the central government in the United States? Use text evidence to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.D
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate the successes and challenges of the Articles of Confederation to explain the need for a Constitutional Convention.	
<u><b>Expectation Unwrapped</b></u> The student will investigate and identify strengths and weaknesses of the Articles of Confederation. Then, the student will compare and contrast the strengths and weaknesses of the Articles of Confederation. The student will justify the need for the Constitutional Convention.		<u><b>DOK Ceiling – 3</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"><li>• Absence of executive and judiciary branches</li><li>• Authority: how much authority should a state have? Federal government authority?<ul style="list-style-type: none"><li>○ Northwest Ordinance 1785, 1787</li><li>○ Shays’ Rebellion</li><li>○ Taxes: could not enforce tax collection</li></ul></li></ul>		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced
<u><b>Stimulus Materials</b></u> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"><li>• Describe the strengths of the Articles of Confederation. What makes them strengths? Describe the weaknesses of the Articles of Confederation. What makes them weak?</li><li>• What are the similarities and differences between the Articles of Confederation and the Constitution? Use text evidence to support your responses.</li><li>• Over time, how did the need for changes to the Articles of Confederation become evident? Cite evidence from the texts to support your response.</li><li>• What events led up to the decision to form the Constitutional Convention? Rank them in order of influence (1 = most influential) and use text evidence to provide rationale for your ranking.</li></ul>

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.E
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.	
<b><u>Expectation Unwrapped</u></b> The student will define and describe the terms rule of law, representation, separation of powers, checks and balances, and federalism. The student will connect principles of good government, (i.e., rule of law, representation, separation of powers, checks and balances, and federalism) to the United States Constitution. The students will use the Constitution to demonstrate protections of these principles.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, application of the following: <ul style="list-style-type: none"><li>• Separation of powers/checks and balances: Articles I, II, III (modified excerpt or graphic)</li><li>• Rule of law: supremacy clause – Article VI</li><li>• Representation: certain clauses throughout the Constitution</li><li>• Federalism: Article IV</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define rule of law, representation, separation of powers, checks and balances, and federalism. Explain how these terms are related to each other.</li><li>• How is ____ an example of ____ in the Constitution?</li><li>• Citing evidence from ____ Article of the Constitution, explain the good government principle of ____.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral history, excerpts or modified text of the United States Constitution. The Constitutional Center and Docs Teach offer exemplary materials.		

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.F
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.	
<b><u>Expectation Unwrapped</u></b> The student will describe the debate between the Federalists and Anti-Federalists to understand the origins of the Bill of Rights. The student will then evaluate the Bill of Rights’ long-lasting effects using historical and current events.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, description and analysis, or evaluation of the following: <ul style="list-style-type: none"><li>• Arguments for and against the addition of the Bill of Rights (Anti-Federalists/Federalists)</li><li>• Bill of Rights</li><li>• Teacher-provided current event that connect to these arguments</li><li>• Protests from current history/events</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• In this passage/article, which of the following most directly argues ____? Cite evidence to support your response.</li><li>• The main purpose of the information in lines ____ was to prove _____. What evidence can you cite to support your response?</li><li>• Who wrote this? How does that experience influence what he or she says?</li><li>• Who benefitted from this change? Who did not benefit? Cite evidence to support your response.</li><li>• To what extent has the culture seen in this passage changed or remained the same? Cite textual evidence to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories. Free online resources may include iCivics, DocsTeach.org, Constitution Center, Bill of Rights Institute.		

American History I (Grades 6-8): Content Standard		6-8.AH.3.GS.G
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Governmental Systems and Principles (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.	
<b><u>Expectation Unwrapped</u></b> The student will define and cite examples of judicial review, elastic clause, and amendment. The student will examine elections, issues, laws, and events from 1787 to the end of the War of 1812 in order to analyze judicial review, necessary and proper clause, general welfare clause, and the amendment process. The student will examine the history behind these events in order to explain how the establishment of these concepts addressed issues of the time.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, examination and explanation of the following: <ul style="list-style-type: none"><li>• Debate over strict interpretation or loose interpretation of the Constitution<ul style="list-style-type: none"><li>○ Jefferson/Hamilton – national bank</li></ul></li><li>• Judicial review<ul style="list-style-type: none"><li>○ Marbury v. Madison</li></ul></li><li>• Revolution of 1800<ul style="list-style-type: none"><li>○ Alien &amp; Sedition Acts</li><li>○ Nullification</li></ul></li><li>• Amendment process<ul style="list-style-type: none"><li>○ Article V</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define judicial review, elastic clause, and amendment. Explain how these terms are related.</li><li>• How is ____ an example of ____?</li><li>• According to the text/article/ passage, what is the reason for ____?</li><li>• Using evidence from the passage/text, explain how this ____ impacted different people’s lives, communities, and world.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## Governmental Systems and Principles (Early 19<sup>th</sup> Century to the 1850s)

American History I (Grades 6-8): Content Standard		6-8.AH.4.GS.A
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>Governmental Systems and Principles (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze the relationships among the branches of government to explain conflicts and the changing power of each.	
<b><u>Expectation Unwrapped</u></b> The student will identify colonial voting restrictions. The student will then identify and trace reform movements up to 1850. The student will explain the reform movements’ effects on elections and future political movements.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"><li>• Colonial restrictions (land ownership, church membership, white, male)</li><li>• Abolitionists</li><li>• Republic – representative democracy for white males</li><li>• Development of political parties</li><li>• Jacksonian Democracy</li><li>• Women’s movement</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Using evidence from the text, identify and explain colonial voting restrictions.</li><li>• Who benefited from the change? Who did not benefit?</li><li>• To what extent has the culture seen in this passage remained the same? How has it changed? Cite evidence to support your response.</li><li>• How has ____ benefited and who has suffered as a result of change over time? Cite evidence to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.GS.B
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
Strand	<b>Governmental Systems and Principles (Early 19<sup>th</sup> Century to the 1850s)</b>	
MLS	Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power.	
<b><u>Expectation Unwrapped</u></b> The student will define the term landmark Supreme Court cases. The student will examine at least three landmark Supreme Court cases that represent varied themes, in order to determine the cases’ significance. Finally, the student will analyze summaries of important Supreme Court cases to determine how federal power strengthened and define the expansion of federal power up to 1850.		<b><u>DOK Ceiling – 3</u></b>  <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"><li>• Marbury v. Madison</li><li>• Scott v. Sandford</li><li>• Worcester v. Georgia</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define the term landmark Supreme Court Case. Explain the role these have in our governmental system.</li><li>• What events led up to this (landmark case) being decided? What was different as a result of this landmark decision?</li><li>• What event most influenced ____? What two pieces of evidence from the article/picture/text best supports your thinking?</li><li>• How did the outcome of (Landmark Case) impact the expansion of federal power?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.GS.C	
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.		
Strand MLS	<b>Governmental Systems and Principles (Early 19<sup>th</sup> Century to the 1850s)</b> Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian Democracy.		
<b><u>Expectation Unwrapped</u></b> The student will define rule of law, separation of powers, checks and balances, federalism, and Jacksonian Democracy. The student will examine and summarize key descriptors of Jacksonian Democracy. The student will then explain how Jacksonian Democracy affected principles such as rule of law, separation of powers, checks and balances, and federalism.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"><li>• Jackson’s policies and responses to legislative acts and judicial decisions<ul style="list-style-type: none"><li>○ Bank war</li><li>○ Nullification</li><li>○ Indian removal</li><li>○ Worcester v. Georgia</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define rule of law, representation, separation of powers, checks and balances, federalism, and Jacksonian Democracy. How are these terms connected?</li><li>• How is ____ an example of Jacksonian Democracy?</li><li>• Explain the impact of Jacksonian Democracy on one of the following government principles: rule of law, representation, separation of powers, checks and balances, federalism. Cite evidence from a (Jacksonian Policy/Act/ Judicial Decision) to support your thinking.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

# Governmental Systems and Principles (1850s to Reconstruction)

American History I (Grades 6-8): Content Standard		6-8.AH.5.GS.A
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Governmental Systems and Principles (1850s to Reconstruction)</b> Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and immediately after the Civil War.	
<b><u>Expectation Unwrapped</u></b> The student will identify major legislation, executive orders, and court decisions from approximately 1850 to 1870. The student will then compare and contrast the positions of the North and South on governmental and judiciary acts.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation and comparison of the following: Before: <ul style="list-style-type: none"><li>• 3/5 clause, Fugitive slave clause, Article I, Section 9, Missouri Compromise, Dred Scott, Kansas-Nebraska Act</li></ul> During: <ul style="list-style-type: none"><li>• Lincoln’s executive orders, Habeas corpus suspension, Strengthen the military, Emancipation Proclamation</li></ul> After: <ul style="list-style-type: none"><li>• Reconstruction, 13th, 14th, 15th Amendments, Jim Crow laws</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are the similarities and differences between (X) and (Y)?</li><li>• What accounts for the difference between (X) and (Y)?</li><li>• What was the most important similarity/difference and why? Use examples from the text to support your thinking.</li><li>• How did these similarities and differences change in importance over time? Cite evidence to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Content Standard		6-8.AH.5.GS.B
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Governmental Systems and Principles (1850s to Reconstruction)</b> Analyze federalism and popular sovereignty to explain peoples’ expectations of the role of government and their place in governance.	
<b><u>Expectation Unwrapped</u></b> The student will define federalism and popular sovereignty. The student will then explain and analyze peoples’ expectations of the government’s role and the citizens’ place in the government c. 1850 to 1870.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation and comparison of the following: <ul style="list-style-type: none"><li>• Declaration of Independence (consent of the governed, right to revolution)</li><li>• Representation</li><li>• 3/5 Clause</li><li>• Movements: abolition, women’s rights</li><li>• Secession</li><li>• Lincoln’s executive actions</li><li>• Reconstruction<ul style="list-style-type: none"><li>○ 13th, 14th, 15th Amendments</li><li>○ Jim Crow</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define federalism and popular sovereignty. Explain how these terms are related.</li><li>• The events referenced in this ____ resulted in ____.</li><li>• How did (group/person) see themselves interacting with the government in their society? What led to this understanding?</li><li>• What event most influenced the ____? What two pieces of evidence from the article/picture/text best supports your thinking?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.5.GS.C
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Governmental Systems and Principles (1850s to Reconstruction)</b> Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	
<b><u>Expectation Unwrapped</u></b> The student will review and analyze the election of 1860 to explain the development of political parties and summarize the issues that they supported. The student will identify political parties and how their issues influenced the selection of governmental leaders.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Debate between states’ rights and central government<ul style="list-style-type: none"><li>○ Abolition</li><li>○ Tariffs</li></ul></li><li>• Sovereignty<ul style="list-style-type: none"><li>○ Confederation versus perpetual union-did the states have the right to leave the union?</li><li>○ Consent of the governed</li><li>○ Right to revolution</li></ul></li></ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Who or what made ____ happen?</li><li>• What was the most important cause of ____ and what evidence supports your thinking?</li><li>• According to the text/graph/article/picture, what is the reason for ____?</li><li>• What can you infer was the cause for ____? Explain your reasoning.</li><li>• What information from the (source) supports your thinking?</li></ul>

American History I (Grades 6-8): Content Standard		6-8.AH.5.GS.D	
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.		
Strand MLS	<b>Governmental Systems and Principles (1850s to Reconstruction)</b> Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems.		
<b><u>Expectation Unwrapped</u></b> The student will identify the governmental systems of the North and South (federal republic v. confederacy). The student will then compare and contrast the two systems and identify the strengths and weaknesses of each.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"><li>Federal republic v. confederacy</li><li>Executive actions are supreme (federalism)</li><li>Rebellion v. revolution</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>What are the similarities and differences between (X) and (Y)?</li><li>What accounts for the differences between (X) and (Y)?</li><li>What explains the similarity/difference between (X) and (Y)? Defend your thinking with text evidence.</li><li>List and explain the strengths and weaknesses of (X) and (Y).</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

# Geographical Study (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.2.G.A
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>Geographical Study (Pre-Columbian History to the American Colonial Era)</b> Analyze diverse Native American cultures in North, Central and South America to explain the ways they adapted to their various environments.	
<b>Expectation Unwrapped</b> The student will examine the human-environment interaction (i.e., how humans adapt to their environment, including culture, geography, topography, climate, and location) of various native groups in North America, Central America, and South America during the pre-Columbian period.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"><li>Regional tribes<ul style="list-style-type: none"><li>Arctic/Subarctic</li><li>Northwest</li><li>California</li><li>Great Basin</li><li>Great Plains</li><li>Northeast</li><li>Southwest</li><li>Southeast</li><li>Mayans</li><li>Aztecs</li><li>Incas</li></ul></li></ul>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		<b>Sample Stems</b> <ul style="list-style-type: none"><li>How has the environment affected human activity? How has human activity affected the environment? How is human activity limited by the environment? Provide evidence from the materials and what you have learned to support your response.</li><li>How can geographic tools help explore patterns in human and physical systems? Provide an example and explain why it is an accurate example.</li><li>How have people and the environment interacted to produce changes over time? Provide evidence from the materials and what you have learned to support your response.</li><li>What is a similarity between ____ and ____?</li><li>What is a difference between ____ and ____?</li><li>Analyze [the region] from both a historical and contemporary perspective. What has changed? What has stayed the same? Provide evidence from the materials and what you have</li></ul>

American History I (Grades 6-8): Content Standard		6-8.AH.2.G.B
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>Geographical Study (Pre-Columbian History to the American Colonial Era)</b> Analyze the geography of colonial regions to explain their cultural, social, and economic differences.	
<b><u>Expectation Unwrapped</u></b> The student will identify colonial regions of North America and South America. For each major region, the student will summarize the geographic, cultural, social, and economic characteristics. Then, the student will compare and contrast the regions. Finally, the student will analyze the geography of the different colonial regions to explain why their cultural, social, and economic differences developed.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• New England Colonies: Industry (fishing, shipbuilding, lumber), poor soil leads to less reliance on agriculture and slavery, religious colonies (Puritans, Pilgrims)</li><li>• Middle Colonies: small farms, cultural variety, Quakers, Catholics, Protestants</li><li>• Southern Colonies: agricultural economy (plantation, economic reliance on slavery) Anglican</li><li>• South American Colonies: Portuguese, Dutch, and Spanish influences</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Think of the natural boundaries that divide each Colonial region. Which boundaries provided natural, protective barriers? Explain your thinking.</li><li>• Which natural boundaries provided protection and development for economic growth?</li><li>• How can geographic tools help explore patterns in human and physical systems?</li><li>• How have people and the environment interacted to produce changes over time?</li><li>• What are the similarities and differences between ____ and ____? Provide evidence from the materials and what you have learned to support your response.</li><li>• Choose a region. Analyze [the region] from both a historical and contemporary perspective. What has changed? What has stayed the same? Provide evidence from the materials and what you have learned to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.2.G.C
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>Geographical Study (Pre-Columbian History to the American Colonial Era)</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	
<b><u>Expectation Unwrapped</u></b> The student will identify and trace population development and interaction from pre-Columbian history through colonial America. The student will compare major patterns of population distribution, demographics, and migrations in the United States and their influences on culture and community life.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Pre-Columbian history global migration</li><li>• Land bridge and coastal route</li><li>• Establishment of first societies throughout the Americas</li><li>• European exploration, influences, and interactions</li><li>• Colonization (Roanoke, Jamestown, Plymouth, Massachusetts Bay)</li><li>• Attempts at westward expansion (Proclamation of 1763, French and Indian War)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did trade lead people to interact with different civilizations? Provide an example and explain how it is an accurate example.</li><li>• How does the location of resources lead to cooperation or conflict? How has conflict over space and resources influenced human migration?</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict? Provide evidence from the materials and what you have learned to support your response.</li><li>• How would human settlement patterns be different if people did not trade resources with others? Provide evidence from the materials and what you have learned to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

# Geographical Study (American Colonial Era to the Early 19<sup>th</sup> Century)

American History I (Grades 6-8): Content Standard		6-8.AH.3.G.A	
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
Strand	<b>Geographical Study (American Colonial Era to the Early 19<sup>th</sup> Century)</b>		
MLS	Draw conclusions about regional conflict and cooperation as a consequence of physical geography.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 4</u></b>	
The student will identify major geographic features of the United States. Then, the student will summarize the benefits and challenges of various geographic features. Finally, the student will analyze physical geography (climate, topography, and resources) to predict areas of conflict, cooperation, and compromise.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>	
The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Proclamation of 1763</li><li>• Northwest Ordinance</li><li>• Louisiana Purchase</li></ul> <b>Assessment boundary:</b> This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		<ul style="list-style-type: none"><li>• How will the location of resources lead to cooperation or conflict in the future?</li><li>• How has conflict over space and resources influenced human migration?</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict? Use examples to support your response.</li><li>• How did the Lewis and Clark Expedition contribute to understanding the terrain and identifying natural boundaries, causeways, and resources? Provide evidence from the materials and what you have learned to support your response.</li><li>• How did the Louisiana Purchase contribute to Westward Expansion? Provide evidence from the materials and what you have learned to support your response.</li><li>• How would human settlement patterns be different if people did not trade resources with others? Cite evidence to support your response.</li><li>• Choose a region. Analyze [the region] from both a historical and contemporary perspective. What has changed? What has stayed the same? Provide evidence from the materials and what you have learned to support your response.</li><li>• Using choice of stimulus material, analyze the benefits and challenges of various regions. Compare these advantages and disadvantages.</li></ul>	
<b><u>Stimulus Materials</u></b>			
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.3.G.B	
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
Strand	<b>Geographical Study (American Colonial Era to the Early 19<sup>th</sup> Century)</b>		
MLS	Evaluate the relationships among population, representation, and their effect on power in the new government.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will identify different population groups and their regional governmental systems. The student will then analyze and explain the reasons why a population would prefer certain types of representation methods. The student will then address the states’ influences on the development of the new government.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"><li>• Large versus small states<ul style="list-style-type: none"><li>○ Connecticut Compromise</li></ul></li><li>• North v. South states</li><li>• Free v. slave states<ul style="list-style-type: none"><li>○ 3/5 Clause</li></ul></li><li>• Industry v. agriculture states</li></ul> <b>Assessment boundary:</b> This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How has conflict over space and resources influenced human migration and settlements? Use and explain an example to support your response.</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict?</li><li>• What natural and arbitrary boundaries were made due to compromise during the Colonial era? Who were the decision makers? Cite evidence to support your response.</li><li>• How do cooperation and conflict influence the division and control of a country’s social, economic, and political spaces? Provide evidence from the materials and what you have learned to support your response.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			



American History I (Grades 6-8): Content Standard		6-8.AH.3.G.C
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Geographical Study (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.	
<b><u>Expectation Unwrapped</u></b> The student will identify and trace population development and interaction during the time period of 1763 to 1812. The student will then compare major patterns of population distribution, demographics, and migration in the United States.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"><li>• Proclamation of 1763</li><li>• Northwest Territories</li><li>• Louisiana Purchase</li></ul> <b>Assessment boundary:</b> This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How does the location of resources lead to cooperation or conflict? Provide an example that supports your response.</li><li>• How has conflict over space and resources influenced human migration? Provide an example that supports your response.</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict?</li><li>• How would human settlement patterns be different if people did not trade resources with others? What evidence do you have to support your response?</li><li>• How did the Lewis and Clark Expedition contribute to understanding the terrain and identifying natural boundaries, causeways, and resources? Provide evidence from the materials and what you have learned to support your response.</li><li>• How did the Louisiana Purchase contribute to Westward Expansion? Provide evidence from the materials and what you have learned to support your response.</li></ul>

## Geographical Study (Early 19<sup>th</sup> Century to the 1850s)

American History I (Grades 6-8): Content Standard		6-8.AH.4.G.A
<b>Theme</b>	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
<b>Strand MLS</b>	<b>Geographical Study (Early 19<sup>th</sup> Century to the 1850s)</b> Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	
<b><u>Expectation Unwrapped</u></b> The student will identify and trace the changing boundaries of the United States. The student will then describe how the boundary changes relate to changing interactions with Native Americans, Mexico, France, Spain, and Britain. The student will compare major patterns of migration, population distribution, and demographics.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• Worcester v. Georgia</li> <li>• Texas Annexation</li> <li>• Mexican American War</li> <li>• Gadsden Purchase</li> <li>• Oregon Compromise</li> </ul> Assessment boundary: This expectation should be addressed in various, appropriate units of study rather than as a simple list or map for students to complete. The content should be taught in historical context rather than as a separate, isolated lesson.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did geography affect the settlement of the US during this period?</li> <li>• Which option explains the role of geography with settlement patterns during the colonial era?</li> <li>• How did the Lewis and Clark Expedition contribute to understanding the terrain and identifying natural boundaries, causeways, and resources? Provide evidence from the materials and what you have learned to support your response.</li> <li>• How did the Louisiana Purchase contribute to Westward Expansion? Provide evidence from the materials and what you have learned to support your response.</li> <li>• Why might people living in the same region share similar attitudes and beliefs? Provide evidence from the materials and what you have learned to support your response.</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.G.B
Theme	<b>Expression</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>Geographical Study (Early 19<sup>th</sup> Century to the 1850s)</b> Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	
<b><u>Expectation Unwrapped</u></b> The student will define Manifest Destiny and explain its relationship to geographical features and human environmental interactions. The student will then describe influences on the economy, society, politics, and culture. The student will identify and explain the effect of the natural environment on human activities. The student will provide various reasons for westward settlement between 1812 and approximately 1850.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, assessment of the following:  Pull Factors: <ul style="list-style-type: none"><li>• Homesteading (acquisition of land)</li><li>• Fur trade</li><li>• Gold rush/mining</li></ul> Push Factors: <ul style="list-style-type: none"><li>• Poor city environment (crowded, unsanitary)</li><li>• Native Americans forcibly moved</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did geography affect the settlement of the US during this period?</li><li>• Describe the impact of the discovery of gold in California. Provide evidence from the materials and what you have learned to support your response.</li><li>• How do cooperation and conflict influence the division and control of a country’s social, economic, and political spaces? Provide evidence from the materials and what you have learned to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Maps, timelines, primary sources and secondary sources, before-and-after visuals, charts, graphs, diagrams, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons music, art, literature, databases and archives, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.4.G.C
Theme	<b>Expression</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>Geographical Study (Early 19<sup>th</sup> Century to the 1850s)</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life c. 1812-1848.	
<b><u>Expectation Unwrapped</u></b> The student will compare patterns of population distribution, demographics, and migration. The student will then determine the impact that those patterns had on culture and community life.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison of the following: <ul style="list-style-type: none"><li>• Western region-farmland</li><li>• Eastern region-urban area</li><li>• Native Americans-forcibly moved to reservation areas</li><li>• Slavery-predominantly in the South</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did geography affect the settlement of the US during this period? Provide evidence from the materials and what you have learned to support your response.</li><li>• When people see new opportunities, what do they leave behind? Provide an example of this from American history. Cite evidence from the texts to support your response.</li><li>• Rank ____ based on their relevance to _____. Explain your ranking using evidence from the texts.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## Geographical Study (1850s to Reconstruction)

American History I (Grades 6-8): Content Standard		6-8.AH.5.G.A	
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.		
Strand MLS	<b>Geographical Study (1850s to Reconstruction)</b> Analyze the United States geography of North, South, and West in order to explain regional, cultural, social and economic differences.		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>	
The student will describe, explain, and analyze the effect natural forces/resources had on human activities (cultural, social, and economic differences) from 1850 through Reconstruction in the North, South, and West.		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• South-agricultural expansion</li><li>• West-homesteaders, miners, cowboys</li><li>• North-industry, transportation systems, immigration</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did geography affect the settlement of the US during this period?</li><li>• When people see new opportunities, what do they leave behind? Provide an example of this from American history. Cite evidence from the texts to support your response.</li><li>• How has the environment affected human activity? Provide an example and evidence to support your response.</li><li>• How did human activity during this period affect the environment?</li><li>• How is human activity limited by the environment?</li><li>• How have people and the environment interacted to produce changes over time?</li><li>• What are the similarities and differences between (X) and (Y)? Provide evidence from the materials and what you have learned to support your response.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.5.G.B
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Geographical Study (1850s to Reconstruction)</b> Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	
<b><u>Expectation Unwrapped</u></b> The student will use geography to explain and evaluate battles or strategies of the North and South during the Civil War.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation/evaluation of the following:  North <ul style="list-style-type: none"><li>• Blockades</li><li>• Anaconda Plan</li><li>• Sherman’s March to the Sea</li><li>• History of industry in Northern regions gives economic and transportation advantage</li><li>• Protection of geographic features (rivers, important cities)</li></ul> South <ul style="list-style-type: none"><li>• History of plantations</li><li>• Majority of battles fought on southern land</li><li>• Defensive strategy<ul style="list-style-type: none"><li>○ Protection of cities, rivers, and railroads</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did geography affect the settlement of the US during this period?</li><li>• How have differing perspectives regarding resource and land use, occupancy, and ownership led to cooperative policies or conflict? Provide evidence from the materials and what you have learned to support your response.</li><li>• How did physical features help or hinder troop advancement, troop conditions, and troop sheltering? Provide evidence from the materials and what you have learned to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.5.G.C
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Geographical Study (1850s to Reconstruction)</b> Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.	
<b><u>Expectation Unwrapped</u></b> The student will analyze patterns of population distribution, demographics, and migration. The student will then determine the impact that those patterns had on culture and community life from the time period of c. 1850 through Reconstruction.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, assessment of the following: <ul style="list-style-type: none"><li>• Western region-farmland</li><li>• Eastern region-urban area</li><li>• Native Americans-forcibly moved to reservation areas</li><li>• Freedmen in South (sharecroppers, Jim Crow, need for Freedmen’s Bureau, former slave migration)</li><li>• Carpetbaggers</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• How did geography affect the settlement of the US during this period? Provide evidence from the materials and what you have learned to support your response.</li><li>• Based on the information about ____, this ____ most likely represents which of the following ____? Provide evidence from the materials and what you have learned to support your response.</li><li>• What is a similarity between ____ and ____?</li><li>• What is a difference between ____ and ____?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## Economic Concepts (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.2.EC.A
<b>Theme</b>	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
<b>Strand MLS</b>	<b>Economic Concepts (Pre-Columbian History to the American Colonial Era)</b> Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	
<b>Expectation Unwrapped</b> The student will evaluate the role of labor, new technologies, distribution, and land on economic developments in North America and South America during the pre-Columbian era through the end of the War of 1812.		<b>DOK Ceiling – 3</b>
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, evaluation of the following: <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• Native Americans as slaves</li> <li>• Spain, Portugal in South America-search for gold</li> <li>• Indentured servitude</li> <li>• Slavery</li> <li>• Sugar cane plantations</li> <li>• Tobacco industry in early colonies</li> </ul>		<b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories.		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>• Who or what made ____ happen?</li> <li>• How did ____ play a role in the economic development of ____?</li> <li>• Who benefited from the ____ change? Who did not benefit?</li> <li>• What accounts for the economic change described in the text? What evidence can you provide to support your opinion?</li> <li>• What can you infer was the cause for ____? What information from the text supports your thinking?</li> </ul>



American History I (Grades 6-8): Content Standard		6-8.AH.2.EC.B
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>Economic Concepts (Pre-Columbian History to the American Colonial Era)</b> Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	
<b><u>Expectation Unwrapped</u></b> The student will define mercantilism and how colonies existed so the controlling nations of Europe would gain financially. Students will explain how, while colonies were originally an expense to Britain, as colonies became more economically prosperous, England began to direct economic policies for the colonies. The student will then identify and evaluate colonial responses to European economic control.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• European trade competition</li><li>• Triangular trade</li><li>• Navigation Acts</li><li>• Taxes (tariffs, sales tax, income tax)</li><li>• Salutary neglect (self-governing)</li><li>• Writs of assistance (open warrant to keep colonists from smuggling-search without probable cause)</li><li>• No taxation without representation, smuggling</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define “mercantilism” and explain the role it played in the colonial lifestyle.</li><li>• What was the purpose of a European Colony?</li><li>• Who benefited from ____? Who did not benefit?</li><li>• How did ____ benefit and who suffered as a result of change over time?</li><li>• Based on the information in the passage/graph/ chart/ text, this perspective most likely represents ____?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## Economic Concepts (American Colonial Era to the Early 19<sup>th</sup> Century)

American History I (Grades 6-8): Content Standard		6-8.AH.3.EC.A
<b>Theme</b>	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
<b>Strand MLS</b>	<b>Economic Concepts (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Describe the function and purpose of taxes imposed by Great Britain following the Seven Years' War, evaluating colonial responses to them.	
<b><u>Expectation Unwrapped</u></b> The student will identify the reasons for taxes introduced by Great Britain after the Seven Years' War and the colonists' reaction to those taxes. Then, the student will evaluate the range and impact of colonial reactions on relations with Great Britain and the formation of a separate American identity.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> <li>• War debt (previous and current)</li> <li>• Taxation of colonists               <ul style="list-style-type: none"> <li>○ Stamp Act</li> <li>○ Tea tax</li> <li>○ Townshend</li> <li>○ Sugar</li> </ul> </li> <li>• Colonial reaction to taxes               <ul style="list-style-type: none"> <li>○ No taxation without representation</li> <li>○ Protest/boycott</li> <li>○ Colonists' reactions to the "Intolerable Acts"</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Why would taxes increase after a war/conflict? Provide an example and evidence to support your response.</li> <li>• What event(s) most influenced ____? What two pieces of evidence from the article/picture/text best supports your thinking?</li> <li>• The historical event/trend being alluded to in this source is most likely ____? What evidence from the text/image best supports your thinking?</li> <li>• The events referenced in this ____ resulted in _____. What text evidence supports your response?</li> <li>• What might be lost/gained in the text if it were told from a different point of view?</li> <li>• How does the point of view used in the text/article/image affect the audience/reader?</li> <li>• What popular/unpopular opinion does the author acknowledge? What evidence supports your answer?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.3.EC.B
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Economic Concepts (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	
<b><u>Expectation Unwrapped</u></b> The student will identify the economic characteristics of regions during the colonial period. The student will then predict the impact of these characteristics on colonial future expansion and conflict.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison and/or prediction of the following: <ul style="list-style-type: none"><li>• Regional geographic differences</li><li>• Comparison of the main products coming from each colonial region</li><li>• Manufacturing v. agricultural economy</li><li>• Proclamation of 1763</li><li>• Northwest Ordinance (1785 and 1787)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• List the economic characteristics of the ____ colonial region.</li><li>• How are the economic characteristics of (X) region similar to or different from the economic characteristics of (Y) region?</li><li>• Which of the following best explains why the economic characteristics of (X) region are similar or different from (Y) region?</li><li>• Based on the information in this chart/graph/passage/proclamation/ordinance, what economic trends might occur in the future? What two pieces of evidence support your thinking?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.3.EC.C
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>Economic Concepts (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	
<b><u>Expectation Unwrapped</u></b> The student will identify taxes, tariffs, and monetary policies during this time period. The student will then connect how those policies led to sustainability and growth from 1763 through the end of the War of 1812.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, tracing the development of the following: <ul style="list-style-type: none"><li>• Northwest Ordinance-selling of land</li><li>• Currency laws</li><li>• Shift from confederacy to federalism</li><li>• First National Bank</li><li>• Embargo Act 1803</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Based on the information in the text/graph/chart(s), this information most likely came from ____ period of American History.</li><li>• Based on the ____, which decade was it produced? What evidence can you use to support your answer?</li><li>• How has ____ benefited and who has suffered as a result of change over time?</li><li>• What were the causes of change illustrated in ____?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## Economic Concepts (Early 19<sup>th</sup> Century to the 1850s)

American History I (Grades 6-8): Content Standard		6-8.AH.4.EC.A
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>Economic Concepts (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	
<b><u>Expectation Unwrapped</u></b> The student will define and identify coercive labor systems (e.g., indentured servitude and slavery) analyze and determine the effect on economic and political expansion.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Indentured servitude</li><li>• Slavery</li><li>• Increased labor and production (technological advancements-cotton gin)</li><li>• Governmental enforcement power (interstate commerce, fugitive slave clause, supremacy clause, full faith and credit clause)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Analyze examples of examples of coercive labor systems.</li><li>• What characteristics must be involved in order to classify a labor system as “coercive”?</li><li>• Based on the information from the article/text/picture/graph, what do you think caused ____ and why?</li><li>• Who or what made ____ happen?</li><li>• How is ____ an example of ____?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.EC.B
<b>Theme</b>	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.	
<b>Strand MLS</b>	<b>Economic Concepts (Early 19<sup>th</sup> Century to the 1850s)</b> Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship among those regions.	
<b><u>Expectation Unwrapped</u></b> The student will identify industrialization during the 1812 to 1850 time period. The student will then explain how industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Transportation (steamers, canals, railroad, Conestoga wagon)</li> <li>• Technological advancements (sewing machines, power loom, cotton gin, farming equipment)               <ul style="list-style-type: none"> <li>○ Increase in use of technology will lead to decrease in need for slavery.</li> </ul> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• How did the development of industry/transportation/technology during (timeframe) influence this text/image/passage?</li> <li>• The events referenced in ____ resulted in ____.</li> <li>• What events and circumstances led up to this article/ law/ image being created? Cite evidence to support your thinking.</li> <li>• What event most influenced the ____? What two pieces of evidence from the article/ picture/text best supports your thinking?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.EC.C	
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations in both north and south America.		
Strand MLS	<b>Economic Concepts (Early 19<sup>th</sup> Century to the 1850s)</b> Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.		
<b><u>Expectation Unwrapped</u></b> The student will identify taxes, tariffs, and monetary policies during this time period. The student will then connect how those policies led to sustainability and growth from 1812 to 1850.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, tracing and explanation of the following: <ul style="list-style-type: none"><li>• Westward expansion</li><li>• Bank crisis-Second National Bank</li><li>• Nullification crisis</li><li>• Economic Panic of 1832</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Explain the meaning of taxes and tariffs. Provide an example of each and explain how they are related.</li><li>• How did monetary policies impact the individuals during the ____ time period? Who benefited from the ____ tax/tariff/monetary policy? Who did not benefit?</li><li>• What were the causes of the change in tax/tariff/monetary policy and what did this change lead to?</li><li>• What event most influenced this (tax/tariff/ policy?) Use evidence from these following texts/pictures/graphs to support your thinking.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

## Economic Concepts (1850s to Reconstruction)

American History I (Grades 6-8): Content Standard		6-8.AH.5.EC.A
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Economic Concepts (1850s to Reconstruction)</b> Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	
<b><u>Expectation Unwrapped</u></b> The student will then explain how expanding industrialization, transportation, and technological advancements influenced different regions and how those regions reacted to each other as a result of the new technologies during the period c. 1850 to 1875.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, explanation of the following: <ul style="list-style-type: none"><li>• Increased manufacturing and industry</li><li>• Increased unemployment (immigrants and freedmen)</li><li>• Transcontinental railroad</li><li>• Technological advances<ul style="list-style-type: none"><li>○ Telegraph</li><li>○ Weaponry</li><li>○ Telephone</li><li>○ Electricity</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• According to the text/graph/article/picture, what is the reason for ____?</li><li>• Based on the information from X what do you think caused ____ and why? Use evidence from the sources to support your thinking.</li><li>• How did the ____ impact people’s lives, communities, and world?</li><li>• Classify which sentences from the passage describe a cause and which ones describe an effect.</li><li>• Is ____ an example of cause or correlation? Defend your answer using information from the text/ graph/or article provided.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Content Standard		6-8.AH.5.EC.B
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>Economic Concepts (1850s to Reconstruction)</b> Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.	
<b><u>Expectation Unwrapped</u></b> The student will identify the economic strengths and weaknesses of the North and South from 1850 through the Reconstruction period. The student will then compare and contrast the impact of those strengths and weaknesses before, during, and immediately after the Civil War.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"><li>• South<ul style="list-style-type: none"><li>○ Slave economy</li><li>○ Sharecropping</li><li>○ Foreign trade</li></ul></li><li>• North<ul style="list-style-type: none"><li>○ Industry/railroad</li><li>○ Unemployment rates</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are the strengths and weaknesses of the economy of the ____? What evidence supports your thinking?</li><li>• Who has benefited from the economic changes in the ____ after the ____ war?</li><li>• What were the causes of the change described in the ____ passage? Cite text evidence to support your response.</li><li>• What are the similarities and differences between (X) and (Y)?</li><li>• Which of the following best explains why (X) is similar/different from (Y)?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

# People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.2.PC.A
<b>Theme</b>	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)</b> Analyze the religious, cultural, political, and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.	
<b><u>Expectation Unwrapped</u></b> The student will define and identify diversity. The student will then explain the development of diverse cultures in the newly settled regions of North and South America: Spanish, Portuguese, British, and French. The student will then make connections to the religious, cultural, political, and intellectual developments in the Americas from the pre-Columbian era through the Seven Years' War.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis and explanation of the following: <ul style="list-style-type: none"> <li>• European exploration and settlement</li> <li>• Columbian Exchange</li> <li>• Spread of Christianity</li> <li>• Slaves, Native Americans, various European groups</li> <li>• Enlightenment and exchange of ideas</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Define diversity and give an example of diversity in today's society and an example of diversity during (a specific time) in American history.</li> <li>• How did (event/law) affect people's lives, communities, and/or world? Use evidence to support your response.</li> <li>• Based on the information from the text/article/picture/graph what do you think caused... and why? Use evidence to support your thinking.</li> </ul>

American History I (Grades 6-8): Content Standard		6-8.AH.2.PC.B
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)</b> Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.	
<b><u>Expectation Unwrapped</u></b> The student will define regionalism. The student will then make a connection that the religious, cultural, and intellectual developments would have led the colonists to identify more with the colony rather than the mother country. The student will evaluate the idea that an emerging American identity was an outgrowth of primarily British influences.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• New England<ul style="list-style-type: none"><li>○ Puritans, pilgrims</li><li>○ Fishing and manufacturing</li></ul></li><li>• Middle Colonies<ul style="list-style-type: none"><li>○ Catholics, Quakers, Protestants</li><li>○ Small farmers</li></ul></li><li>• Southern Colonies<ul style="list-style-type: none"><li>○ Anglicans</li><li>○ Plantations</li></ul></li><li>• Enlightenment</li><li>• First Great Awakening</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Define regionalism and give an example of regionalism in today’s society and an example of regionalism during (specific time) in American History.</li><li>• What factors caused similarities and differences between (X), (Y), and (Z)?</li><li>• Evaluate the resources. Which of the following best distinguishes ____?</li><li>• Over time how did these similarities and differences change in importance? Cite evidence to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.2.PC.C
Theme	<b>Settlements</b> Early American History begins with a study of pre-Columbian Native Americans in the Americas including the impact of geography on their lives. Students will compare various European settlements including their founders’ unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States. This theme culminates in the Seven Years War and its impact on the relationship between the colonies and Great Britain.	
Strand MLS	<b>People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)</b> Compare and contrast the interaction of European settlers with Native Americans in both North and South America.	
<b><u>Expectation Unwrapped</u></b> The student will begin by identifying how Europeans interacted with Native Americans in both North America and South America. This will include identifying how each European group had different relationships with the Native Americans. The student will then compare and contrast the interaction of European settlers with Native Americans in North and South America.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"><li>Relationships and interactions between<ul style="list-style-type: none"><li>Spanish</li><li>Portuguese</li><li>French</li><li>British</li><li>Native Americans</li><li>Slaves</li></ul></li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>What are similarities and differences between (X) and (Y)?</li><li>What was the most important similarity/difference between (X) and (Y)?</li><li>How did the differences of the two cultures impact the relationship between (X) and (Y)?</li><li>Who benefitted from the relationship and who suffered? Why? Use evidence to support your response.</li><li>How did the relationship change between (X) and (Y) and what were the causes of the change?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

# People, Groups, and Cultures (Pre-Columbian History to the American Colonial Era)

American History I (Grades 6-8): Content Standard		6-8.AH.3.PC.A
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand	<b>People, Groups, and Cultures (American Colonial Era to the Early 19<sup>th</sup> Century)</b>	
MLS	Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.	
<b><u>Expectation Unwrapped</u></b> The student will identify the groups that would have interest in the outcome of the Revolutionary War, including the British, French, Spanish, Native Americans, African Americans, Patriots, and Loyalists. The student will then explain the reasons for different groups’ support or opposition to the Revolutionary War.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following groups’ views and how those views might have been influenced: <ul style="list-style-type: none"><li>• British</li><li>• French</li><li>• Spanish</li><li>• Native Americans</li><li>• African Americans</li><li>• Patriots</li><li>• Loyalists</li><li>• Neutralists</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What are some ways that ____ might benefit from ____ war? Explain your response using evidence.</li><li>• How might the point of view used in this passage/ primary source affect the reader?</li><li>• Who wrote this? How does this writer’s experience influence what he or she says?</li><li>• Which of the following statements is the best argument supporting....? Opposing?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.3.PC.B
<b>Theme</b>	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	
<b><u>Expectation Unwrapped</u></b> The student will define regional identity. The student will then explain how the cultural, religious, social, and economic characteristics helped to create each regional identity.		<b><u>DOK Ceiling – 3</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> <li>• New England <ul style="list-style-type: none"> <li>○ Fishing and manufacturing</li> <li>○ Rise of middle class</li> <li>○ Shift away from Puritan to Congregational/Anglican</li> </ul> </li> <li>• Middle Colonies <ul style="list-style-type: none"> <li>○ Small farms</li> <li>○ Religious diversity</li> </ul> </li> <li>• Southern Colonies <ul style="list-style-type: none"> <li>○ Gentry and poor</li> <li>○ Anglican</li> <li>○ Plantations</li> <li>○ Slavery</li> </ul> </li> <li>• West to the Mississippi River <ul style="list-style-type: none"> <li>○ Interactions with Native Americans, French, and Spanish (economic, social, political, culture, religious)</li> <li>○ More political participation in urban areas</li> </ul> </li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Determine the meaning of regional identity. Give an example of regional identity in today's society. Give an example of regional identity in (time period) in American History.</li> <li>• Describe and explain what characteristics of a specific region might have influenced a specific identity.</li> <li>• How did group/ person see themselves in their own society? Cite evidence to support your response.</li> <li>• What events/ circumstances led up to the laws/ article/ picture/ text being written? What was different in that region that other regions?</li> <li>• The author of this ____ might have been influenced by _____. What evidence do you have to support your response?</li> </ul>

American History I (Grades 6-8): Content Standard		6-8.AH.3.PC.C	
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.		
Strand MLS	<b>People, Groups, and Cultures (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.		
<b><u>Expectation Unwrapped</u></b> The student will explain emerging divisions and political philosophies, including Federalists versus Anti-Federalists, slavery versus abolitionism, and varying perspective on the origins and the degree of authority of the central governments. The student will then compare and contrast the perspectives of individuals and groups and how they affected the creation of the new government in the region that would become the United States.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison and contrast of the following: <ul style="list-style-type: none"><li>• Debate over the strength of the federal government</li><li>• Anti-federalists versus Federalists</li><li>• Abolitionists versus slaveholders</li><li>• Groups without political influence (African Americans, Native Americans, women, men without franchise)</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• Summarize the emerging political philosophies during this (time frame.)</li><li>• The author of this ____ might have been influenced by _____. Cite text evidence to support your response.</li><li>• Select two sentences from the passage that best describe the perspective of the author.</li><li>• How does the document’s language indicate the author’s perspective?</li><li>• In this passage/image/ article, this statement suggests...</li><li>• Which of the following best explains why (X) is similar/different from (Y)?</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.3.PC.D
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>People, Groups, and Cultures (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b> The student will analyze laws, events, and diverse perspectives in order to determine who could and could not participate in American ideals, including life, liberty, and the pursuit of happiness, during this era. Students will apply that analysis to the fulfillment of the American Dream.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Slave codes</li><li>• 3/5 Clause</li><li>• Fugitive slave clause</li><li>• Property/contract clause</li><li>• Voting rights (by state)</li><li>• Views on Native Americans</li><li>• Immigrants from Europe</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• The context of these documents suggests...</li><li>• What events referenced in this _____ resulted in _____?</li><li>• The historical event/trend being alluded to in this source is most likely _____? What two pieces of evidence from the article/picture/text best supports your thinking?</li><li>• How did group/person X see themselves in their society?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Content Standard		6-8.AH.3.PC.E
Theme	<b>Founding</b> The study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect policy after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. Students will examine post-Revolution government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government that provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.	
Strand MLS	<b>People, Groups, and Cultures (American Colonial Era to the Early 19<sup>th</sup> Century)</b> Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.	
<b><u>Expectation Unwrapped</u></b> The student will analyze period art, writings, and philosophy of early Americans and produce evidence of the emerging American identity.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Enlightenment ideals</li><li>• Political cartoons (Join or Die)</li><li>• Flags</li><li>• “The Star-Spangled Banner”</li><li>• Declaration of Independence</li><li>• Articles of Confederation</li><li>• Constitution</li><li>• Slave narratives</li><li>• Federalist Papers</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• The author of this ____ might have been influenced by _____. What text evidence supports your response?</li><li>• Select the most likely reason the author decided to tell the story from ____’s point of view.</li><li>• What popular/ unpopular opinion does the author acknowledge? What evidence supports your answer?</li><li>• How does the point of view used in the text/article/image affect the audience/reader?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

## People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)

American History I (Grades 6-8): Content Standard		6-8.AH.4.PC.A
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)</b> Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	
<b><u>Expectation Unwrapped</u></b> The student will examine various laws, events, and reform movements to determine their impact on the achievement of the American Dream. The student will evaluate the effectiveness of these laws, events, and reform movements in including diverse groups in that dream.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, examination and evaluation of the following: <ul style="list-style-type: none"><li>• Abolitionism</li><li>• Women’s movement</li><li>• Jacksonian democracy</li><li>• Manifest Destiny</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• What event most influenced the ____?</li><li>• What events referenced in this ____ resulted in ____?</li><li>• What events or circumstances affect the contents of this article/passage/ movement?</li><li>• The following document might be biased against ____ because of _____. What evidence supports your response?</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.4.PC.B	
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.		
Strand MLS	<b>People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze the experiences of enslaved peoples in North and South America to determine their cultural impact and consequences.		
<b><u>Expectation Unwrapped</u></b> The student will examine period writings and art that depict issues surrounding slavery in North America and South America. The student will then analyze the cultural impact and consequences.		<b><u>DOK Ceiling – 3</u></b>	
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced	
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, examination and analysis of the following: <ul style="list-style-type: none"><li>• Slave auction notices</li><li>• Spirituals</li><li>• Runaway slave advertisements</li><li>• Uncle Tom’s Cabin</li><li>• Scott v. Sanford</li><li>• Slave and abolitionist narratives (ex: Equiano, Frederick Douglass)</li><li>• Casta painting</li><li>• Writings of Bartolome des Las Casas and other voices supporting indigenous people of South America</li><li>• New Laws of 1542</li><li>• Correspondence between Portuguese and Spanish officials regarding which indigenous people could be enslaved</li><li>• Jesuit records on baptism and slavery</li></ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• In the context of this passage, this statement suggests....</li><li>• In this passage/image/article... which of the following most directly argues....</li><li>• What might be gained/lost in the text if it were told from a different point of view?</li><li>• How does the perspective used in the text/ article/ image affect the audience/ reader?</li><li>• Use text evidence to support your answer.</li></ul>	
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.4.PC.C	
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.		
Strand MLS	<b>People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.		
<u>Expectation Unwrapped</u> The student will examine period art, writings or publications, and various colonial Christian sects to determine and demonstrate the goals and beliefs of the nation.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Political cartoons</li><li>• Temperance/religious movement</li><li>• “The Star-Spangled Banner”</li><li>• Mormon movement</li><li>• Abolitionism</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• The author of this ____ might have been influenced by ____.</li><li>• Select the most likely reason the author decided to tell the story from ____’s point of view.</li><li>• What popular/ unpopular opinion does the author acknowledge? What evidence supports your answer?</li><li>• How does the point of view used in the text/article/image affect the audience/reader?</li></ul>	
<u>Stimulus Materials</u> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories			

American History I (Grades 6-8): Content Standard		6-8.AH.4.PC.D
Theme	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America’s expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
Strand MLS	<b>People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)</b> Describe the culture and accomplishments of Native Americans cultures to compare the various ways they responded to American expansion.	
<b>Expectation Unwrapped</b> The student will investigate the culture and advancements of Native Americans and African Americans in the United States. The student will summarize the culture and accomplishments of the different groups. The student will then compare and contrast Native American and African American responses to westward expansion.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, description and/or comparison of the following: <ul style="list-style-type: none"><li>• Five Civilized Tribes</li><li>• League of Nations</li><li>• Indian Removal Act<ul style="list-style-type: none"><li>◦ Worcester v. Georgia</li></ul></li><li>• Corps of Discovery: Native American perspectives</li><li>• Battle of Little Bighorn</li><li>• Reconstruction Era policies and results</li></ul> <b>Assessment boundary:</b> This content and assessment should be interwoven into earlier assessments. The importance of context in understanding the contribution of these two groups is essential in an inclusive American narrative.		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• In the context of this passage, this statement suggests....</li><li>• In this passage/image/article... which of the following most directly argues....</li><li>• What might be gained/lost in the text if it were told from a different point of view?</li><li>• How does the perspective used in the text/article/ image affect the audience/reader?</li><li>• Use text evidence to support your answer.</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.4.PC.E
<b>Theme</b>	<b>Expansion</b> After the War of 1812, the United States experienced economic growth along with political and social change. Reform movements, immigration, and internal migration all shaped the character of the Americas in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place in the United States. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly affected Native American tribes and existing populations in both north and south America.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (Early 19<sup>th</sup> Century to the 1850s)</b> Analyze patterns of immigration to determine their impacts on the cultural, social, political, and economic development.	
<b><u>Expectation Unwrapped</u></b> The student will examine data depicting immigration patterns and predict their influence on cultural, social, political, and economic development.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"> <li>• Irish, German, Spanish, French, Central Europeans, Scandinavians, Canadians, Mexicans</li> <li>• Analysis of the immigration of different cultures to the Americas</li> <li>• Africans—enslaved and freeborn from Latin America</li> <li>• Gold Rush increased immigration from Mexico, South America, and Asia</li> <li>• Pre-industrialization</li> <li>• Immigrants' Religion (Catholic)</li> <li>• Manifest Destiny</li> <li>• Know Nothing Party</li> </ul> <b>Assessment boundary:</b> This is a great opportunity for students to work with data in chart or graph form. Assessment of this expectation should be dependent on such stimulus materials.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Based on the information in this (chart/graph) the ____ most likely represents which of the following?</li> <li>• The events referenced in this ____ resulted in ____.</li> <li>• How did this (Group) see themselves in their society? Cite evidence from the texts to support your response.</li> <li>• What led (Group) to migrate to (Area?) Cite text evidence to support your response.</li> </ul>
		<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories

# People, Groups, and Cultures (1850s to Reconstruction)

American History I (Grades 6-8): Content Standard		6-8.AH.5.PC.A
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>People, Groups, and Cultures (1850s to Reconstruction)</b> Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.	
<b><u>Expectation Unwrapped</u></b> The student will examine speeches, literature, music, and writings from diverse creators/authors. The student will then determine the author’s perspective and how the speech/writing/music /etc., influenced various groups and movements.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Emancipation Proclamation</li><li>• Gettysburg Address</li><li>• Uncle Tom’s Cabin</li><li>• Transcendentalist movement</li><li>• Frederick Douglass (the Liberator and The North Star)</li><li>• Ida B. Wells</li><li>• Elizabeth Cady Stanton</li><li>• Susan B. Anthony</li><li>• Edgar Allan Poe</li><li>• Henry Wadsworth Longfellow (The Song of Hiawatha)</li><li>• Native American speeches</li><li>• Civil rights amendments</li></ul> This expectation should be taught through the course within the context of other units. <b>Assessment boundaries:</b> Stimulus materials are required for assessment of this expectation. Students should not be expected to match title or excerpt to author. The focus of the assessment should be on meaning, context, and connections rather than recognition or matching.		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"><li>• In the context of this passage, this statement suggests....</li><li>• In this (speech/song/writing/image), which of the following most directly argues ____?</li><li>• What popular opinion does the author acknowledge/influence? What evidence supports your answer?</li><li>• Based on the ____ what decade was it produced? Cite evidence from the ____ to support your response.</li></ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources (modified excerpts), visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.5.PC.B
Theme	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States’ North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
Strand MLS	<b>People, Groups, and Cultures (1850s to Reconstruction)</b> Describe the impact of scientific and technological advances on the outcome of the war and its effects on people and diverse groups.	
<b>Expectation Unwrapped</b> The student will identify scientific and technological advances that occurred during the Civil War. The student will then explain the influence that these advances had on people and diverse groups. The student will make connections between scientific and technological advances and the outcome of the war and the effects of scientific and technological advances on individuals and on society.		<b>DOK Ceiling – 3</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced
<b>Content Limits/Assessment Boundaries</b> The content may include, but is not limited to, analysis of the following: <ul style="list-style-type: none"><li>• Telegraph and Railroad expansions</li><li>• Steamships</li><li>• Factory/ Industrial/ Mass Production Technology</li><li>• Weaponry (repeating rifle, Colt revolver, ironclad ships, Gatling gun)</li><li>• Medical/surgical</li><li>• Photography (Matthew Brady)</li><li>• Submarines, hot air balloons</li></ul>		<b>Sample Stems</b> <ul style="list-style-type: none"><li>• Who or what made ____ happen?</li><li>• How did ____ impact lives, communities, and the country?</li><li>• Based on the information from the text/article/picture/graph, how do you think this technological advancement impacted the North/South during the Civil War?</li><li>• What event most influenced ____?</li><li>• What two pieces of evidence best supports your answer?</li></ul>
<b>Stimulus Materials</b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenters, speeches, and/or oral histories		



American History I (Grades 6-8): Content Standard		6-8.AH.5.PC.C
<b>Theme</b>	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (1850s to Reconstruction)</b> Analyze the evolution of the women's movement to trace its continued development and evaluate its impact.	
<b><u>Expectation Unwrapped</u></b> The student will define and explain the principles of the early women's movement. The student will trace the development, advancement, and protection of women's rights. The student will then analyze and evaluate the women's movement impact on the lives of women and on society.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> <li>• Abolition movement</li> <li>• Temperance movement</li> <li>• Women's rights and suffrage movement</li> <li>• Women's role during the war</li> <li>• Fluidity of rights and responsibilities with westward expansion</li> <li>• Elizabeth Cady Stanton</li> <li>• Susan B. Anthony</li> <li>• Ida B. Wells</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Who benefited from the (specific change or event)? Who did not benefit?</li> <li>• Who or what made ____ happen?</li> <li>• In this passage/image/article, which of the following most directly argues ____?</li> <li>• How has ____ benefited and who has suffered as a result of change or lack of change over time?</li> <li>• What can you infer was the cause for ____? What evidence or information from the text supports your thinking?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		

American History I (Grades 6-8): Content Standard		6-8.AH.5.PC.D
<b>Theme</b>	<b>Conflict and Crisis</b> The years leading up to, and including the Civil War, saw the climax of conflicts between the United States' North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.	
<b>Strand MLS</b>	<b>People, Groups, and Cultures (1850s to Reconstruction)</b> Analyze the evolution of the Abolitionist Movement to trace its continued development and evaluate its impact.	
<b><u>Expectation Unwrapped</u></b> The student will explain the origins and ideals of the abolitionist movement and its efforts to end slavery. Students will trace its development over time and then evaluate its impact abroad and in the United States.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, analysis and evaluation of the following: <ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• William Lloyd Garrison</li> <li>• Women's rights movement (Elizabeth Cady Stanton, Susan B. Anthony)</li> <li>• Emancipation in effort to change the tide of war (politically and strategically)</li> <li>• 13th, 14th, 15th Amendments</li> <li>• Freedmen's Bureau</li> <li>• Granville Sharp</li> <li>• William Wilberforce</li> <li>• Olaudah Equiano: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African (1789)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• Who benefited from the (specific change or event)? Who did not benefit? Cite evidence to support your response.</li> <li>• Who or what made ____ happen?</li> <li>• In this passage/image/article, which of the following most directly argues ____?</li> <li>• How has ____ benefited and who has suffered as a result of change or lack of change over time?</li> <li>• What can you infer was the cause for....? What evidence or information from the text supports your thinking?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories.		

American History I (Grades 6-8): Content Standard		6-8.AH.5.PC.E
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<b>Strand MLS</b>	<b>People, Groups, and Cultures (1850s to Reconstruction)</b> Trace the development of African American culture in non-slave states and in the context of slavery.	
<b><u>Expectation Unwrapped</u></b> The student will compare and contrast lives of African Americans in slave states and free states. The student will also compare and contrast African Americans' lives as slaves and as free people.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced
<b><u>Content Limits/Assessment Boundaries</u></b> The content may include, but is not limited to, comparison/contrast and analysis of the following: <ul style="list-style-type: none"> <li>• Individual rights (e.g., house slaves/field slaves, black females/black males, free people/slaves)</li> <li>• Educational opportunities</li> <li>• Scott v. Sandford</li> <li>• Role in society</li> <li>• Age and gender roles</li> <li>• Family units</li> <li>• Religion</li> <li>• Music</li> <li>• Before/after Emancipation Proclamation</li> <li>• Before/after civil rights amendments</li> <li>• Freedman's Bureau versus sharecropping</li> <li>• Slave Codes and Jim Crow</li> <li>• Olaudah Equiano: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African (1789)</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>• What are the similarities and differences between X and Y?</li> <li>• What caused the similarities/differences between X and Y?</li> <li>• What was the most important similarity/difference and why? Use evidence to support your response.</li> <li>• How does the point of view or perspective in this text/article/image affect the audience/reader?</li> <li>• What popular or unpopular opinion does the author acknowledge? What evidence supports your answer?</li> </ul>
<b><u>Stimulus Materials</u></b> Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader's theater, presenters, speeches, and/or oral histories		